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Vol. 35 No. 8 1983

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THE DEAF AMERICAN

Vol. 35 No. 8 1983

COVER

Artwork by Mary Magee, Third Place: "Amusement Park" Western Pennsylvania School for the Deaf—Hearing Impaired Teens, National Contest

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The Deaf Community:

OUR SOCIOLOGICAL PERSPECTIVE

by Steve Chough

Once upon a time, there was a hunter with a rifle, seeking pheasants in the woods. He saw five pheasants in a tree and shot one down. How many birds were left there, in the tree? None at all, because all of the remaining four fled from the danger. The hunter continued, hunting more pheasants and discovered six birds in a tree. He fired the gun at one pheasant. How many were left there? All six birds were there, none of them tried to fly away. Why? Because they were totally deaf! The point I want to make is that our sociologists may want to research the origin and effect of this story: Why was the story invented? Why has it been passed down? Does it benefit or do damage to the deaf community? What do deaf people perceive of it? How do hearing people react to it? Perhaps, this kind of social research can be a little fun.

Definition of the Deaf Community—I will use the expression, "the deaf community" to describe, broadly, the wide pattern of relationships among groups of deaf persons who share common values, fate, or function in a locality. The deaf community is, in short, a social entity of deaf individuals.¹ However, it is not easy to discuss a "typical" deaf community, because they are so diverse and heterogeneous. Each deaf community varies according to its geographic location, leadership structure, cultural aspects, the kinds of problems being dealt with, and other factors. In spite of this diversity, we sociologists can note some general characteristics in the deaf community.

We would advise that we do not use the term "the deaf." Our deaf and hard-of-hearing citizens are a group of human beings with emotional sensitivity like anyone else. They want to express themselves as human beings, not as an abstract thing. We ask to be called "deaf people" or "deaf persons," instead of "the deaf."

Sociology of Deafness Falls Behind—Knowledge of deafness, particularly the psychological implications has been for over a century considered in relationship to the education of deaf children. As a result of the advances of special

education of deaf students, both psychology of deafness and vocational rehabilitation services to deaf clients have rapidly expanded into a sophisticated, well-organized applied science to meet the unmet needs of the deaf population. As the human services' practice of working with deaf individuals heads into the early 1980's, it becomes increasingly important for helping professionals in the field of deafness to acknowledge the complexity and impact of psychological forces upon hearing impaired children and adults in American society. In the past two or three decades, a sizable number of workshops, conferences, and research projects have focused on the matter of psycho-educational implications, psychological testing, and psychiatric treatment as areas of major concern in the human services field for deaf and hard-of-hearing persons.

Despite considerable advances in our knowledge of the psychological ramifications of deafness, comparatively few studies have dealt with sociological implications of deafness. A handful of articles regarding deaf people in society have appeared in sociological journals. The fact that not many sociologists have focused on deafness and deaf individuals demonstrates a lack of recognition of deaf groups in society as a micro-culture; I do not recommend the term "sub-culture" from a sociological viewpoint, as deaf people are found integrated into our various socio-economic classes.

Advances of Sociology on Deafness—All of us deeply appreciate Harry Best's first modernized sociology of deafness, entitled Deafness and the Deaf in the United States, published in 1943. It was an almost 700 page comprehensive sociological study-of marital and economic conditions, occupations, legal treatment, communication and language, and the social organizations of deaf Americans. Anders Lunde, a Gallaudet College professor presented his paper, The Sociology of the Deaf, at the American Sociological Society conference in 1956. At the national research conference on behavioral aspects of deafness in New Orleans in 1965, Marvin Sussman discussed a paper, called "Sociological Theory and Deafness: Problems and Prospects." He made some significant steps in the sociology of deafness, especially marginality and two types of deviance. Six years later, Yerker Andersson discussed his paper, "The Sociology of the Deaf." at the Seminar for the Training of Responsible Christians Working among the Deaf in Switzerland, thus advancing sociological theory on the cultural aspects of deaf people further. Paul Higgins made contributions to sociology of deafness in 1980. His book, Outsiders in a Hearing World, is a widely acclaimed, outstanding work, especially his discussion on the deaf community.

Social Interaction—Prevailing social factors among deaf persons need to be considered. After graduating from an educational program, a large number of deaf adults continue to socialize with deaf friends through various organizations of deaf members. Their tendency to seek social gratification from other deaf peers rather than hearing groups gives rise to complicated social systems. In-group feelings and group loyalty among deaf people are strong. However, social isolation is perhaps the most serious problem for many deaf individuals. They suffer from social starvation, for they do not live together like Italians or Chinese people in a "Little Italy" or "Chinatown"; most deaf children and adults are scattered all

over and do not see each other often, which makes social contact difficult.

It is apparent that in general deaf people are likely to be more conservative, somehow more rigid, and more chauvanistic than their hearing counterparts. For instance, 63 percent of deaf college students in a research study felt that women's activities should be confined to the home, compared to 30 percent of hearing students nationally: 48 percent of the deaf subjects believed that college should regulate students off campus, compared to 14 percent of hearing students.² It is my personal and professional observation, that deaf husbands have conservative male chauvanistic attitudes towards their deaf wives. Perhaps more graphically, deaf wives often must obtain approval from their husbands prior to going shopping or driving out for social purposes. There was a tendency to be more dependent upon the husbands economically, and to get a tiny amount of weekly allowance from them while the husbands spent lots of money for themselves. Such traditionalistic attitudes among deaf men may be an interesting social research topic for the future.

Social Stratification—It is not surprising that there is stratification within social classes largely based on educational achievements in the deaf community. College educated deaf persons like to socialize with others who have college education and, as a result, they know little of the under-educated deaf individuals in a given city. Deaf members in the lower classes are often resentful of the upper class deaf members who hold themselves aloof from the bottom strata. In spite of social stratification in the deaf community, a deaf person knows nearly everybody else.

In general, deaf persons are politically unorganized and often unable to articulate issues or opinions in ways amenable to the formulation of strong proposals. Consequently, they are in need of a deaf leader or elite who can function as a spokesperson or advocate for the welfare of his or her deaf followers. However, the deaf leader, usually college-educated, is more likely to think in terms of general plans, the community as a whole, and long-term benefits; while deaf persons at a lower level tend to be less global, consider matters in terms of specific programs to meet their immediate needs, and provide short term rewards. Considering the fact that deaf elites have fewer contacts with other deaf people at the bottom of the strata, it is necessary for our professionals here to acknowledge the fact that consultation with the deaf leaders may not be sufficient to collect reliable sociological data. In other words, the deaf elites may not be always genuine spokepersons for their deaf followers at the bottom. Some function only as "gatekeepers" to a larger minority community culture.

Sexual Norms and Behavior—Several residential schools impose severe restrictions upon exploratory sexual behavior of deaf teenagers on campus. Common expressions of curiosity such as physical contact are often punished, resulting in feelings of shame and low self-image. To our surprise, heterosexual interactions in "mainstream" programs are not quite adequately integrated into social skills either. Many hard-of-hearing and deaf students in such a situation have little opportunities to socialize with hearing impaired members of the opposite sex. In short, both residential and "mainstream" settings do not assist deaf youngsters in developing necessary social skills in preparation for dating and courtship.

A study of hearing adolescents ranging from 13 to 19 years revealed that 59 percent of the boys and 45 percent of the girls had already experienced intercourse.³ By contrast, another report showed that less than one quarter of the deaf individuals over 16 years old admitted having the same experience. The same study also indicated that less than 20 percent of the deaf adults in New York had personal dating experience.⁴

In general, the contractual marriage rate of deaf adults is lower than that of the hearing population. Sixty percent of deaf men and 69 percent of deaf women, for instance, had never married. Also, the rate of deaf adults who never married was almost twice as high as that of hearing people.⁵

A large percentage of deaf persons grow up and go on to parenthood without any guidance for marriage and are not likely to seek out professional help because of a communication problem. Although there are no precise statistics on marital break-ups of deaf adults at this writing, it remains very possible that the deaf population has higher rates of marriage dissolution than their hearing counterparts. Infrequent dating, insufficient heterosexual experiences, inaccurate sexual knowledge, and limited opportunities for mate selection among deaf and hard-of-hearing adults deserves special attention from our sociologists.

Deaf "Grapevine"—Sociologists working with deaf persons cannot underestimate the significance of the "grapevine" in the deaf community. The deaf grapevine is considered to be an important aspect of informal social control that glourishes well in any social setting.^{5a} There are, we see, three components needed to be present in order for it to flousishes well in any social setting.^{5a} There are, we see, tion, something to speculate about; second, it must be interesting; the third, it must be transient or mobile. Once the grapevine starts, it is extremely difficult to stop. This is probably because a number of deaf people need to project their anxieties or loneliness onto another person, thereby avoiding direct confrontation for themselves. They will *not* let you escape your past.

It is not surprising, therefore that many deaf individuals fear coming to a social services program, above all, a mental health service, to share some information in relation to psychotherapy. They know how powerful the deaf grapevine is. When a helping professional is deaf and associates with other deaf persons, this presents a culture bound dilemma. Since deaf people constitute a small group in a given locality in which they know almost all other deaf persons, they are likely to feel uncomfortable in the presence of other deaf followers if they are known as recipients of human services, regardless of the nature of the services. Furthermore, many deaf recipients of the human services, although desiring to seek out other deaf people through social or athletic activities, may not be able to do so, leaving them no choice but to withdraw and live in a world of loneliness. Such social isolation creates more complex problems for the professional in dealing with the lack of socially satisfying experiences encountered by these recipients.

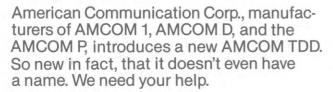
"Welfare Complex"—We see some possible hazards with the "Welfare Complex" phenomenon which derives from long-term residence in the institutional environment. (Of course, I am not in full favor of any mainstream program that doesn't provide adequate supportive services with deaf

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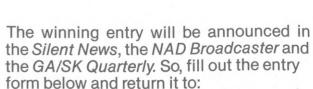
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teachers/counselors.) This complex or syndrome is characterized by an assumption prevailing among physically disabled persons who expect or take for granted that everything is free or at least inexpensive.

It is true that the majority of deaf citizens have great pride in their own achievements and abilities and ask for neither sympathy nor special favoritism. They as a class, are proud of their economic independence. Certain deaf people, however, still think that the world owes them a living. Their attitudes are largely due to their long-term residence in the residential school for deaf children and their experiences and expectations. Many deaf children have received free room and board, tuition, and other essential needs at no cost to the public-supported institutions. When approaching graduation day, they are referred to public-supported agencies such as the State division of Vocational Rehabilitation, which, in turn, pays these students for their vocational training expenses. Federal and State financial assistance, such as SSDI and SSI, are awarded to many deaf adults.

Although such special attention helps physically handicapped individuals become first-class, independent citizens, it may encourage them to increase the degree of dependence and may lower their appreciation of the value system and their economic responsibility in later life. Two well-known psychiatrists notice that long years of sequestered living in residential settings may tend to foster a dependence, leading to self-concern and apathy towards the needs of other people. Recently, however, the mainstreaming educational programs for deaf children and young adults in large cities have increased swiftly with a possible breakup or impact on the cycle of the "Welfare Complex."

Deaf children need to be taught that the world is not going to come to them, but they must go to the world. This concern is *not* to suggest that the residential setting is risky; this controversial issue has at least some merit and deserves further sociological study for better policy-planning in the role of the institution.

Social Change Affects Deaf People—It goes without saying that technology and social change are closely interwoven and affect social behavior among deaf individuals. Years ago, a deaf adult, that I know of, had to drive approximately 50 miles from Alexandria, Virginia, to Baltimore to see if his deaf friend was at home. Knocking at the door, no one answered, so he drove all the way back. That would happen for many years, intil the mid-1960's. Thanks to the TTY-TDD, a deaf individual will not have to drive that 100 mile round trip to find out whether or not his deaf friend is home. Also this technology has helped him minimize embarrassment regarding his use of the English language, thus increasing confidence in his ability to use it to a greater extent.

Movies have appeared to be the dominant entertainment for the majority of deaf children and adults since motion pictures were invented. Usually, they met together at an assigned place before going to a theatre as a group. It was not uncommon that they watched at least two movies at two different theatres in one night. Now, thanks to the captioned cinema film, deaf men are able to spend more time with their wives and children at home, enjoying this entertainment. This social change affected their lifestyles and enriched the deaf family's security with the wife and children. At the same time, however, this kind of technology has adversely affected the

social lives with other deaf friends, possibly leading to the poor attendance at civic meetings or political activities.

"ASL" As Deaf Pride—The social role of American Sign Language (ASL), as a part of the deaf community, deserves some attention. ASL is widely believed as a prerequisite to the deaf community in American society. In the perspective of sociolinguistics, ASL serves to unite deaf people, as any other language likewise fosters social and cultural indentification.

Carol Padden, in her study, found that ASL was a significant mechanism by which the deaf community at Gallaudet College sought to protect its own group identity. She compared the members of the student community who were fluent, and those who were not fluent with sign language, and concluded that the use of ASL seems to be a necessary social requirement, for acceptance on the college campus. Needless to say, ASL had been, over a long time, oppressed, as a disgrace, so that deaf children in school were afraid to use it. The repression made them thoroughly ashamed of being deaf, resulting in low self-esteem and negative mental health. We want to stand and salute the pioneers, especially William Stokoe, who launched linguistic research on sign language. The researchers were able to break through the forbidden language, assisting deaf children and adults to increase deaf pride in their beautiful native language. ASL is now widely accepted, and more and more classes on ASL are being offered on the college level, all over this country. We urge sociologists to do some linguistic studies on ASL in order to analyze the deaf community effectively.

The Dawn of Deaf Social Action—Historically, deaf Americans, as a result of discrimination and prejudice in a hearing world, felt they were powerless. As a result, they have escalated the quest for social equality/equity. Not surprisingly, they have not been able to unify themselves into a common organization for their rights and the welfare of their next generation.

In 1880, about 300 deaf leaders gathered together, setting up a nationwide convention, called, the National Association of the Deaf (NAD), in Ohio. This was the first time that educated deaf citizens held the convention in a hotel rather than a school for deaf pupils, and also the first time they acted on their own, independent of paternalists. Furthermore, the National Fraternal Society of the Deaf (NFSD) was established in 1901 to issue life insurance to deaf people who were denied coverage or charged much higher premiums by commercial companies.

Nevertheless, many local, state, and national organizations of deaf adults have concentrated only on social, recreational and athletic activities for social gratification for many years. They did not, in other words, focus on political activities, largely due to the political unawareness and to the lack of group cohesiveness. In 1961, a historic conference, entitled, Workshop on Community Development through Organizations of the Deaf, took place in Fort Monroe, Virginia. Approximately 60 deaf leaders and professionals, with a few hearing advocates, from various states, were invited to the workshop. Alan B. Crammatte, workshop coordinator, intended to awaken the deaf elites to their civic and political responsibilities—legislative information and persuasion, consultation on program development, research on problems of

the deaf community, and more effective action as a united group.

Today, an increasing number of deaf citizens demand that they have some voice to control the destiny which shapes their own everyday lives. For the first time in generations, higher administrative positions have become a common goal for ambitious deaf persons. For instance, there are several deaf superintendents of the schools for deaf children in this country, mostly in the South, and also deaf Vice-Presidents at Gallaudet College. It is widely felt among deaf leaders today that the problem of deaf individuals cannot be solved without a redistribution of authority, resources, and power. Significant revisions in the system of broadened decision-making process are being sought and met.

More and more state organizations of deaf people have recently changed their organizational names from "Associations of the Deaf" to "The Association of Deaf Citizens, or Deaf People" in order to make deaf individuals more visible as human beings with first-class citizenship. Jack Gannon has made important contributions to the deaf community by publishing an outstanding book, Deaf Heritage: A Narrative History of Deaf America. This book helped deaf people become aware of their rich deaf heritage, and proud of deaf culture, and, above all, ASL.

Our sociologists here who want to train deaf people to increase their political effectiveness, must raise two questions: First, what is the boundary between professional and consumer perogatives in agency programs? And, secondly, how should those responsible resolve competing claims of citizens representing different "communities" served by agencies?

The National Association of the Deaf has published two excellent books. They are:



A Rose For Tomorrow This book offers an excellent insight into the world of deafness provided by the writings and life story of Frederick C. Schreiber, former Executive Director of the NAD. For those who knew Fred, this book will bring back fond memories. For those who never knew him, this book will bring alive this well known figure in the deaf community. A Rose For Tomorrow is available in hard cover edition for \$14.95.

Deaf Heritage This book is an excellent gift to help deaf people understand and appreciate their rich cultural heritage and to provide others with an insight into the world of deafness. Deaf Heritage contains over 500 pages and is filled with photographs and interesting information about deaf schools, deaf sports, achievements of deaf people, etc. Deaf Heritage is available in both paperback and hard cover. Paperback \$19.95 Hard cover \$26.95.



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First, when working with the deaf community, the sociologist must have a clear concept of his/her own role, to avoid conflicts of interest. Secondly, he/she must give priority to the real needs of deaf citizens over community pressures. In the future eighties, the new sociologist for deaf people should reject a passive approach and provide a leadership role to heighten visibility and acknowledgement of the deaf community.

Participant Observation Method Needed—We have recently published more and more articles and reports on the deaf community. What we have lacked most in sociological study on it, is the participation observation method. William Whyte, in his book, *Street Corner Society*, a classic study of a slum society in the Italian-American community, states the importance of field research; the actual evaluation of research ideas does not take place in accordance with this formal statement we read on research methods. The ideas grow up, in part, out of our immersion in the data and out of the whole process of living.⁸ At this point, he emphasizes that the researcher, like his informants, is a social animal.

We encourage the sociologists to launch participant observation research in the deaf community—deaf persons' interactions with both the deaf and hearing associates, as well as, members of the opposite sex, power struggle among deaf leaders, community structure, everyday life adjustment, and the like.

Conclusions—To sum up, there is much to be explored in sociological research on deafness and deaf people. We, as the eye witnesses at this historic conference, will strive for bringing a better understanding on the sociological aspects of all deaf mankind.

The outlook looks brighter as sociological research in this undeveloped field contributes more to the well-being of human beings in the deaf community. This indicates that march for social justice is afoot.

(Dr. Chough is the director of the Center for Deaf Treatment Services, Northville Regional Psychiatric Hospital, Northville, Michigan. This article is taken from a presentation made at Gallaudet College during the Research Conference on the Social Aspects of Deafness in June, 1982.)

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HORST BIESOLD:

HELPING **SURVIVORS**

by Ernest Gill

Just three years ago a casual conversation between a deaf man and a teacher of the deaf in West Germany led to the uncovering of a story which has shed new light on the early days of Hitler's Holocaust. Now, after three years of tireless research, interviews with more than 1,000 people and trips to Scandinavia, Israel and America, that teacher, Horst Biesold of Bremen, has come forth with previously undisclosed information on the Hitler regime's early steps to achieve "racial purity."

He has disclosed a story of forced sterilizations, abortions and "mercy killings" involving 350,000 deaf and other physically and mentally handicapped people in Germany starting as early as the summer of 1933 while Hitler was still amassing his political power. Biesold contends this early test of Nazi racial purity ideology, a test which apparently met extraordinarily little resistance from parents, teachers and even religious leaders, was an important first step in the direction towards genocide.

His research, aided by Ernst Walthemate, a Jewish member of the West German parliament, has resulted in the establishment of a small restitution fund for the approximately 1,500 deaf and other handicapped people who survived the Nazi sterilization and abortion clinics and are still alive today. Biesold's findings have made headlines in Los Angeles, Washington and New York, where he has lectured to lewish and deaf community audiences as the guest of several Jewish philanthropical organizations. Though his efforts have received some attention in the West German and Israeli press, they were virtually unknown outside the small deaf community in the United States.



WEST GERMAN TEACHER and historian Horst Biesold has uncovered documents and personal histories showing that as early as the summer of 1933 the Hitler government was sterilizing deaf people in Germany, an apparent prelude to the Holocaust.

The highlight of his month-long American lecture tour in May, 1983 was a memorial service in English and American Sign Language in New York City sponsored by the Hebrew Association of the Deaf, the New York Society of the Deaf and the Federation of Jewish Philanthropies. There, as he had already in meetings in San Diego, Los Angeles and Washington, he encountered deaf people from Germany who had been personally involved in the forced sterilizations. Also present were a number of deaf lewish emigrants from the Soviet Union who have been resettled in Brooklyn under a unique program run by a man who is himself a deaf lew from Tashkent.

Three years ago this spring, Biesold, then 40 and a teacher at the Bremen School for the Deaf, was chatting with a deaf man at a deaf athletic club gathering when he chanced on the

"I asked him why it was that he was middle-aged but had never gotten married and had children." Biesold recalled. "He became very uncomfortable and changed the subject. Then later, after other people had left, he turned to me and said, 'Do you really want to know what happened to me?' Then he looked about furtively and silently told me in just two signs in German Sign Language: 'Hitler,' 'Castrate.' I was shocked and at first could hardly believe him." But similar conversations with other middle-aged deaf people convinced Biesold that he had stumbled onto something big. He found

nothing in academic records at his local school or at the University of Hamburg's files on deaf education. And when he asked the editor of West Germany's monthly magazine for the deaf to publish an appeal for information, the editor refused.

"The editor, who apparently knew more than I did, said he didn't want to cast a bad light on educators," Biesold said. But when Biesold threatened him with a lawsuit, the editor gave in and published the appeal for information and even backed up the appeal with an editorial saying it was time for the truth to come out.

The response overwhelmed Biesold. "I got dozens of letters and calls immediately," he said. "Then as word spread, as newspapers began to pick up the story, and after a TV show devoted a half-hour to my work I got hundreds of letters. People sent me original documents, medical records, death certificates, old clippings, everything." People would come to him crying, saying they had always believed they alone had been singled out, never realizing thousands of others had been sterilized and had also been shamed into silence.

The law requiring the sterilization of deaf people in particular, and of various other handicapped people in general, was signed into law on July 14. 1933, barely six months after Hitler became chancellor, and before he had succeeded in obtaining total dictatorial power.



HE WAS THE LEADER of the biggest organization of deaf people in Germany in the 1930s. He used the organization's publications to crusade against Jews and, though deaf himself, reported deaf people to authorities for forced sterilizations.

Sterilization of deaf people had been debated for decades both in Europe and America. Even Alexander Graham Bell—whose mother was deaf, who married a deaf woman, and who invented the telephone while trying to perfect a hearing aid—even Bell once publicly stated that the deaf should not be allowed to have children. Lost in the debate was the medical statistic that fully 90 percent of all congenitally deaf babies are born to hearing parents, not deaf parents, and that deaf people generally have hearing children.

While it may not have been too surprising that the new Nazi regime could introduce forced sterilizations of the deaf, it was surprising how little resistance there was. School teachers may not at first have realized the import of the new medical reports they had to ill out for deaf pupils beginning with the fall term of 1933. But the intent could not have remained hidden from them for long. Biesold has learned that whole classes of adolescents and even children as young as 9 years old were taken by school authorities to clinics to be sterilized.

It may have been that teachers knew deaf students could not remain in school unless they had been sterilized, in which case they put education before the sanctity of their pupils' bodies. Or it may have been that teachers, along with parents, knew that the law was difficult to avoid. Once a deaf person had been reported, by a school, a neighborhood Nazi Party official or even through membership in a deaf club, the person was required to report to a clinic within two weeks for sterilization.

"There are some reports of resistance," Biesold said, though he has been unable yet to confirm any particular instance. But most resistance was in vain, particularly when even leaders in the religious and deaf social communities worked for sterilization.

Biesold has obtained a copy of a 1936 sermon by a Lutheran pastor assigned to minister to a deaf congregation. In it the pastor tells his flock that deafness is a pitiable condition from which future generations should be spared. He calls on them to accede to the law and offer up "a grateful sacrifice" for the good of Germany and mankind.

Equally chilling were the actions of

a deaf man who headed the national association of deaf clubs in Germany. He used the association's publications to crusade against Jews and reported entire deaf communities to officials for sterilization.

Through it all there were some signs of resistance, as in a short article in a deaf publication that condemns a member of a deaf sports club for refusing to go along with the club's anti-Semitic policies. The article called on members to ostracize him "since he obviously prefers the alien-blooded



A PLAQUE IN EAST BERLIN is all that remains of the Hebrew Institute for Deafmutes. The plaque says "fascist bendits" dragged off 146 deaf Jewish students in 1942 and murdered them. The school's headmaster, along with 12 students, had fled to England three years earlier.

Jews over us German-blooded sports club comrades."

Some teachers apparently shielded their students from the law, though that became more difficult after 1937 when universal competency tests were administered to handicapped children. Those who failed the tests were taken out of school and, Biesold surmises, were victims of "mercy killings."

The headmaster of the Hebrew Institute for Deaf mutes in Berlin managed to flee to London in 1939 along with 12 students. Biesold encountered two of those former students in San Diego.

"Another woman in San Diego apparently saw in me something of her husband, a deaf Jew whom the SS had shot to death," Biesold said. "Suddenly it all came out—all the feelings, all the memories. And she talked to me a long time. I could hardly sleep for two nights after that."

All that remains of that Berlin school, located in what is now East Berlin, is a plaque stating that the school's 146 deaf Jewish students were hauled away in 1942. Biesold has learned they were taken to Auschwitz.

Biesold is still searching for information about teachers or school officials who, like the Berlin headmaster, may have shielded their students. He says he has heard of only one or two teachers who resisted and were fired or arrested.

What he finds particularly disturbing is that most educators, however unwittingly or acquiescently, went along with the sterilization and mercy killing policies. And, after the war, when the fall term opened in 1945 they were back in the classrooms again. "There was never a word about what had happened" Biesold said. "Deaf people were ashamed or afraid to talk, and the educators continued as though nothing had ever happened."

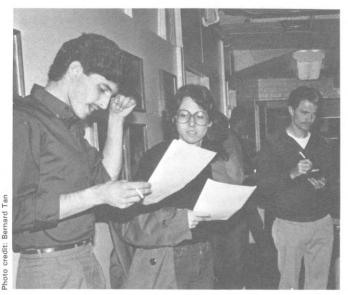
Parents also were quiet, some because they had successfully hidden their deaf children from authorities, others apparently because they had relented in the belief that their children, though sterilized, had at least remained alive and in school.

Some deaf and other handicapped people in Germany sought restitution immediately after the war. But, though the 1933 sterilization law and the subsequent "mercy killing" edict had been abolished, they were never formally rebuked by the West German government. So, unlike Jews and some other Holocaust victims, deaf and other handicapped people could not claim restitution.

Biesold and Walthemate, one of the only Jewish members of the West Germany parliament, succeeded in late 1980 in securing a one-time payment of 5,000 marks, or about \$2,500 to any deaf German who could prove steriliztion by the Hitler regime. But Biesold says distribution of the money has been stymied in a bureaucratic tangle.

Both men are still working to get the West German government formally to refute the Hitler era laws, thus paving the way to full restitution to the survivors.

(Mr. Gill is an associate producer for WGBH and often contributes to The Deaf American.)



The News Review project staff gets together outside Group-W Cable's Santa Monica studio gearing up for production of their 18th show. Voiceovers John Arce and Pat Loeb (left) and newscaster Bob Arnold.

In a makeshift Hollywood newsroom, fifteen creative young people are churning tons of paper, sweating under thousands of watts and memorizing copy while teletype machines start clicking away phone conversations. Says Rhonda Roebuck of the Pacific Telephone Company during a recent service visit, "They make noise but seem to be unaware of it."

Beyond Sound News Review—reporting the news, and at the same time, making news headlines themselves. Every Friday at 7:30 p.m., Group W Cable broadcasts their noisy work in the format of a TV program throughout Southern California.

While the deaf and hearing-impaired and broadcasting communities are battling over the rights of deaf citizens to comprehensible television communications, Beyond Sound Director, Saul Rubin rushed *News Review* into production when America's 22 million deaf and hearing-impaired citizens were deprived by ABC's decision not to permit rebroadcast of the nation's only open-captioned *World News Tonight* program through the PBS system.

Presented in Sign Language with English voice-overs, News Review has already produced 23 shows in the past five months. The show, anchored by Gregg Brooks, features three deaf newscasters from Beyond Sound's training program. "When ABC dropped its open-captioned news rebroadcast, we had to rush into production in order to fill the needs of deaf people for news," explains Jim Casey, News Review's producer. "Deaf people have a right to be kept informed of what's going on in the world. What could be better than doing this show in Sign Language using our own deaf talent?" Casey asks.

News Review carries a weekly recap of international, national, sports and deaf community news. Bob Arnold, Gregg Brooks, Ralitsa Popcheva and Pearl Swan Youth sign the news. On Fridays, the news team drives over to Group W Cable in Santa Monica to prepare a dry run before taping. Voice- over readers join the news team at a snack bar where the newscasters intensely practice signing the news in what is called Pidgin Signed English instead of American Sign Language. They do this to avoid any local dialects of Sign

IF WE CAN DO IT OURSELVES,

WHY SHOULDN'T WE

by David Rosenbaum

Language. Anchorman Brooks' four years of newscasting becomes valuable in these dry run sessions. In 1975, Brooks won his Emmy for signed newscasts of Theta Cable, now Group W. At that time, it was unheard of; first, a cable newscaster winning an Emmy and second, the cable industry's very first Emmy award ever won by a deaf broadcaster. Signs Brooks, "I'm an old hand at signing the news!"

This unusual Beyond Sound project has come a long way. Beyond Sound is a project of the National Communications Foundation (NCF). The Foundation, a public-benefit, non-profit organization, has always focused its projects on minority development in communications so that minorities would have their own communication outlets. For the last three years, however, NCF has made the Beyond Sound project its top priority. "We are training our deaf people in all aspects of the media while at the same time, they are producing programming for both deaf and hearing-impaired audiences," says Saul Rubin, Beyond Sound Director and News Review Executive Producer. "Industry response has been very positive. Requests for our program have come in from cities across the country."

With backing and funding assistance from a consortium of federal, state and city support, including the U.S. Department of Labor, the California Employment Development Department, the Community Development Department of the City of Los Angeles; companies, including Standard Oil of California, Bank of America, ABC, Golden West; the GTE Foundation; and individuals like Hal Linden, Olivia Newton-John, Woody Allen and others; this training and production program is the only one of its kind. Both theory and "handson" experience are an integral part of its training.

Each week, leading professionals from the Hollywood TV and film industries conduct seminars in their specialities. Jim Ashton, Universal Studios writer and publicist; Tony Barr, Vice President of Current Dramatic Programming at CBS; Burt Gold, former Production Manager for David Wolper and for Close Encounters of the Third Kind; and Lou Rudolph, Executive Producer with Columbia Pictures, among others, recently gave seminars.

These seminars give Beyond Sound's trainees valuable insights into how commercial and public television works; the machinery of the networks as compared to local affiliates and independent TV stations; how ratings work and ways of presenting ideas, treatments and programming to production and distribution agents in Hollywood or New York where the majority of programming decisions originate.

Five, four, three, two, one to go, the red light on the studio camera suddenly lights up. Relying on this visual cue, the deaf newscaster's hands are suddenly alive. The news is promptly delivered, animated hand movements, facial expressions and all. Interviews on every *News Review* depict interaction between the hearing and deaf cultures. Guests have ranged

from the popular folk-singer Holly Near to Dr. Edgar Lowell, director of the John Tracey Clinic, an institution which forbids the use of Sign Language.

With News Review now settling in its weekly pace, Beyond Sound is following through on an agreement with Communicom Cable to deliver a second TV series. The trainees are exploring and proposing concepts one of which will be selected by staff members. When a proposal has been accepted, the trainees enter pre-production. Bernard Tan, a trainee, has been appointed associate producer for this program and will coordinate the production. Tan writes the local and deaf community news and prepares graphics for the weekly News Review production preparing for his next challenging job.

"Beyond Sound gives us opportunities to grow," Tan expresses. "When Jim Casey was promoted to associate producer, a staff position, I began to realize that I too could prove myself." Trainees are given incentives that encourage them to indicate and develop their skills. "In doing the news program by ourselves, we are overcoming numerous barriers," Casey declares. "No product better serves the community than that done by its own." As News Review's associate producer, Casey was promoted from the training program to assume his present post. Casey, the nation's only deaf certified hypnotist, faces with relish the inevitable deadlines and pressures that go with his job. He succeeded Tony Naturale who is now pursuing his own career goals.

Ralitsa Popcheva, the youngest of the four newscasters is a trainee. An aspiring actress, Popcheva is now appearing as Lydia in *Children of a Lesser God, in San Diego and on ABC's Cabbages and Kings,* which has just been nominated for an Emmy. Pearl Swan Youth, the third newscaster, handles entertainment news and deaf community news. She hopes to get involved in the production aspects of deaf television. She figures her in-front-of-the-camera work will help her once she gets behind the camera or in the editing room.

"It's a great feeling to be able to coordinate projects and have control over its visual content," stresses Bob Arnold, the fourth newscaster who writes all sports and international news. "After all, deaf people do depend on their eyes to take

the place of their ears."

Beyond Sound's overall goal is to train and use deaf producers and creative artists. "We don't need anyone else producing programs for us," David Rosenbaum, Beyond Sound's new administrator firmly states. Rosenbaum came to Beyond Sound from the National Association of the Deaf. With five years of consulting experience in television, Rosenbaum spearheaded the formation of the NAD's Visual Media Services section and still serves as its chairperson. "We at Beyond Sound are now looking at cable television and the enormous possibilities it has to offer to America's deaf and hearing-impaired viewers," Rosenbaum explains. Rosenbaum will be in charge of marketing News Review and other Beyond Sound productions. "If we can do it ourselves, why shouldn't we?"



HEARING-IMPAIRED TEENS COMPETE FOR PRIZE MONEY IN . . .

NATIONAL CREATIVE CONTEST



Second Place:

"Deaf Indian" Miguel Cabrera American School for the Deaf, Connecticut

Hearing-Impaired students won money and prizes in the largest writing and drawing contest for hearing-impaired students in America. The Creative Contest is sponsored by World Around You, a national news publication for hearing-impaired young people, published by Pre-College Programs, Gallaudet College.

This year the Creative Contest had more entries than ever before-227 students entered the art category: 343 students entered the writing categories. Entries came from all over the United States.

"This is the fourth year of the Creative Contest," said Dr. Robert Davila, Vice President of Pre-College Programs at Gallaudet College. "The calibre of the entries was outstanding.

The judges had a tough decision! We are convinced that the Creative Contest has become a meaningful event in the lives of many young deaf students."

Now in its fourth year, the contest is designed to encourage the creative efforts of hearing-impaired high school students. All participants receive a small certificate of meritorious entry. Winners receive a certificate, World Around You T-shirt, and one year's free subscription to the magazine.

The grand prize writing winner, Stephie Gemmill, from Michigan School for the Deaf, receives a trip to visit Gallaudet College and Washington, D.C. The grand prize art winner, Marie Carr, from Seattle, Washington, receives a Schwinn 10-speed bike, courtesy of Schwinn and Pre-College Programs, Gallaudet. First place winners in each of the writing categories fiction, non-fiction, and poetry—receive a \$50 cash prize.

World Around You thanks the judges in the Creative Contest—Rex Lowman, poet and professor at Gallaudet College, Eric Malzkuhn, poet and performing arts instructor, Model Secondary School for the Deaf, Muriel Strassler. editor, Deaf American, Mary Bavister, language instructor, Virginia School for

First Place:

"A Man Face" Marie Carr Tyee High School Seattle, Washington

the Deaf-Staunton, Virginia Mecklenburg, Associate Curator at the National Museum of American Art, Debbie Sonnenstrahl, Director of Fine Arts in Education, Gallaudet College, Cathy Conn and William Harris, Duke Ellington School of the Arts in Washington, D.C.-for their time and effort in evaluating the contest entries. Winners in the art category include:

First-Marie Carr, Tyee High School, Washington;

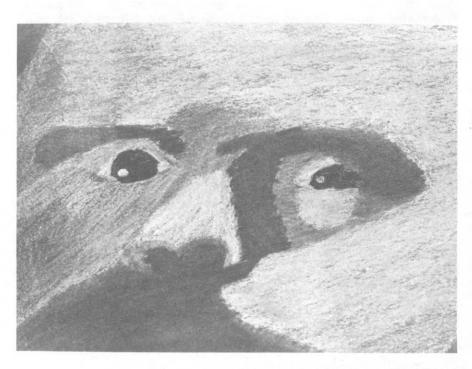
Second-Miguel Cabrera, American School for the Deaf, Connecticut: Third—Mary Magee, W. Pennsylvania School for the Deaf:

Fourth-Vanessa Sousa, Kauai High School, Hawaii;

HM—Charles Rubish, W. Pennsylvania School for the Deaf; David De Santis, Douglas Tilden School for the Hearing-Impaired, California; Anthony Threlkeld, Missouri School for the Deaf; Jose Luis Salinas, Lexington School for the Deaf, New York; Michelle Ames, Gov. Baxter School for the Deaf, Maine;

Winners in the writing category Fiction: First—Nanette Hix, Utah School for the Deaf; Second-Mike Steffen, Iowa School for the Deaf: Third-Shannon Thurman, Louisiana School for the Deaf; HM-Lisa Beth Hrabovsky, Missouri School for the Deaf.

Non Fiction: First—Angie Smith, South Carolina School for the Deaf:



Second—Angie Mary Molina, Kauai High School, Hawaii; Third—Darryl Samuels, Whitney Young High School, Illinois; Fourth—Willie N. Cooley, Jr., Virginia School for the Deaf.

Poetry: First—Bambi St. Romain, Louisiana School for the Deaf; Second—Paula Ayres, Wisconsin School for the Deaf; Third—Mona Craven, South Carolina School for the Deaf; Fourth—Lisa Barnhart, Wisconsin School for the Deaf.

In addition' Editor's Awards were given to:

Young People's Editor Award:

Shawnee Manol, W. Pennsylvania School for the Deaf; Amy Pardee, Willie Ross School for the Deaf, Massachusetts.

Oils: Nola Davis, Kansas School for the Deaf; Anita Mosburg, Kansas School for the Deaf; Christy Fitzmorris, Covington, Louisiana.

Mixed Media: Michelle Ames, Gov. Baxter School for the Deaf; Jennifer Dailey, American School for the Deaf, Connecticut; Edward Vailiencourt, Escanada High School, Michigan.

Pencil: Tom White, St. Rita's School for the Deaf, New York; Joseph Falsetta, East Meadow High School, New York; Marie Carr, Tyee High School, Washington.

Ink: Richard Wrzesinski, Ft. Worth Reg. School for the Deaf, Texas; Kelley Stevens, Iowa School for the Deaf; Thad Zaratriewicz, Tyee High School, Washington.

Watercolor: Steve Schoenberg, Washington State School for the Deaf; Charles Brock, Kentucky School for the Deaf; Michelle Ames, Gov. Baxter School for the Deaf, Maine.

GRAND PRIZE WHO IS THE THIEF?

by Stephie Gemmill

Michigan School for the Deaf

"Oh no, not again, this time the stereo is missing," moaned Cathy, one of the five girls who were sharing an apartment.

"That's the third time this week—first our birthday cake for Steffie, then Jolene's ten speed bike, and now Colleen's stereo. What next?!" complained Terri

"Boy I'd like to nab this crook. Hey, I didn't know you were making a cake for me. How sweet of you," Steffie remarked.

"Let's set a trap, so when this crook comes we'll get his butt in jail!" "Yeah!" "Oh boy!" Let's do it!" "All right!" "Ok girls let's think of a trap that'll get him no matter what!" Colleen suggested.

After talking about it they decided to put wires across every opening in the apartment. When the thief touched the wires, lights would go on and wake them. They did it that night, but nothing happened. They did it again the next night; still nothing happened.

"Let's forget it," remarked Jolene.

"Yeah, let's go out for lunch. My treat." Colleen suggested.

As the girls left, Cathy's father came in the apartment looking for Cathy. "Cathy's goldfish looks lonesome. I'll go out and buy her a new one," he said. Her father took the goldfish and left. When the girls came back, they noticed Cathy's fish missing. They were furious and they decided to question people in their apartment.

The Cake

"Miss Stillson, did you see a robber enter our apartment some time this week?" Steffie asked the kindly old lady next door.

"No I did not. What are you missing?" she asked.

"Well, some things like my birthday cake and . . ."

"Oh, was it your cake. I'm so sorry I took it for our Bingo meeting last week. I guess old age is catching up with me, and I forgot to tell you," apologized Miss Stillson.

"Miss Stillson, that's okay. At least I know who took my cake." Steffie said.

The Stereo

Meanwhile, Terri was questioning the young boy downstairs.

"Lonnie, did you see someone run off with Colleen's stereo?" asked Terri.

"Terri didn't you see my note. I borrowed it for my party last night. I was going to bring it back tonight," said the boy.

"Oh boy, the note must have fallen behind the table. Thank you very much Lonnie. Wait till I tell the girls."

The Bike

At the same time, Jolene was questioning a young man upstairs.

"Ron, did you see someone with my bike when you were jogging this morning?" "Oh darn, I forgot all about your bike. I borrowed it before when you were still asleep to go for a bike ride with Randy. I'm so sorry. Here's your bike," apologized Ron.

"Oh that's okay. At least I got my bike back." Jolene remarked.

The girls gathered back in their apartments, laughing about the incident.

As they were talking and joking, Cathy yelled, "Hey what about my goldfish?" and at that moment her father walked in with Cathy's goldfish and its new companion. Cathy ran up and thanked her dad.

"There's our thief!" Colleen said. They all laughed.

FIRST PLACE - Fiction GUESS WHO

by Nanette Hix
Utah School for the Deaf

The deaf Johnson family wanted to have me so badly. They looked in the magazine, *The Deaf American*, and saw a picture of me. They looked at me and many of my other counterparts. They picked me out as they thought I was one of the best, and they filled out a blank order form, asking for me.

I was lying on a shelf in a dark room. Someone came and lifted me off the shelf. I felt strange to go somewhere. A man carried me and put me in a truck. I felt the truck moving, then stopping. Soon I was transported into the cargo area. I heard the motor running on a runway. Soon we were in the air. I felt vibrations and heard noises. I knew it was an airplane. I did not understand what was going on.

Eventually, someone opened up the box that I was in. I looked up and saw the strange faces of the Johnson family. Paul lifted me up and put me on a table in the kitchen. I was glad to live in a bright room and not on a dark shelf in a warehouse.

Then I was ready for work. Before long, the phone rang. Paul or his wife, Paula, came running to me and pushed his fingers on my alphabet keys. I could feel it whenever he punched me.

Paul had three children: Pete, 7 years old; his sister, Pamela, 5 years old; her sister, Penny, 3 years old.

One time, Pete had eaten some sweet candies which melted on his hands. When he was called to me, he didn't wipe off the sweet, sticky, stuff. His fingers pawed me. I felt awful that I had to accept his dirty fingerprints on my shiny button. Sometimes he poked me too hard. I felt like saying, "Ouch!" It hurt, but I couldn't voice my annoyance because I was mute by nature.

Another time his sister, Penny came toward me and spilled some pop all over me. I felt wet and sticky from the pop. Paula scolded Penny and cleaned me up. I was happy to feel so fresh. Whenever Paula used me, she was kind and soft toward me. Sometimes Paul or Paula typed on me for a long time. It make me feel hot. At last, when he or she was finished using me; I got the chance to rest.

One summer Paul's family went on a vacation. I stayed in the kitchen, feeling all alone and lonely without them. Without warning, something made me feel hot. It was a fire! It burned me all over. I was shocked. Again, I couldn't use my voice.

After the firemen came and put out the fire, felt cool, but I felt deformed. I became a monster looking thing. I knew that no one could repair me because I was half melted and smelled like smoke.

When the Johnson family came back from their vacation, they found their house was burned down. They were sad that they could never use me anymore.

Soon, they tossed me away at a junk yard. I flew into the air toward a pile of junk. I laid there, feeling rejected and alone. I really missed the Johnson family's familiar fingers on me. I will never forget them.

If you want to seek me out, I will still be lying here on a junk heap, dreaming of my companion, the phone and its crazy buzzes, and of the smooth touch of human fingers. I love the deaf people, especially the Johnson family.

FIRST PLACE - Poetry FOR YOU

by Bambi St. Romain

For you I tried to better myself, For you I tried to change, For you I turned myself, Into someone new and strange. Could you love a girl like me? So I changed myself into someone I thought you would want me to be. I realize now it was somewhat silly To put on an act that way, But it's much too late, For you have run away.

FIRST PLACE - Non-fiction HOW DIVORCE HURTS CHILDREN

by Angie Smith

South Carolina School for the Deaf

I believe even if parents fight all the time, they should stay together for the sake of their children. Parents should not get a divorce.

If the parents can not get along, they should see a marriage counselor. A marriage counselor might help them to solve their problems. The parents can stay together for the children's sake. They can pretend they are happy and not argue or fuss in front of the children.

However, when the children graduate from high school, the parents can get a divorce. By then, the children are on their own.

I think it is selfish if parents divorce. They do it because they are thinking of their own problems. If they love their children, they want their children to be happy. They should do anything that is good for them.

Divorce influences children in many ways. Some children do the same thing their parents do. Some children would run away and get married to get away from the parents' problems. Sometimes divorce causes emotional problems which make children angry, unhappy, or frustrated. This might make them grow into criminals and ruin their lives.

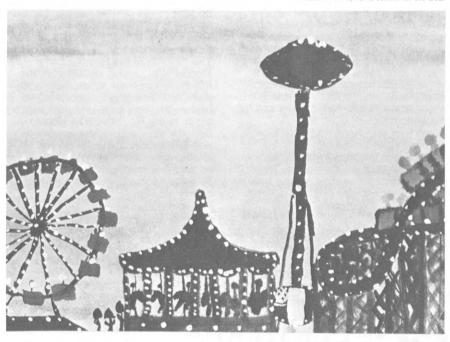
After the divorce of parents, judges sometimes tell the child with whom to stay. That can cause problems. The child might want to live with the other parent. The judge might also ask the child to choose a parent. The children would feel confused.

Another problem is peers. Other children make fun of the children of divorced parents, thinking that their parents are better than the divorced parents. They insult them by saying that their parents don't love them.

I have experience with divorced parents. My parents are divorced. I rarely see my dad. I see him only when I do something wrong.

I think parents should not get divorced. It makes it hard for the child.

Third Place:
"Amusement Park"
Mary Magee
Western Pennsylvania School for the Deaf





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Growing Up In A Mainstreamed Education:

REFLECTIONS OF A DEAF PERSON

by T. Alan Hurwitz

I was not aware of the frustrations I had in regular classrooms until much later, when I first started to have access to interpreting services at my present employment and in my doctoral studies at the University of Rochester, NY.

After completing my 10-year elementary education at Central Institute for the Deaf (CID) in St. Louis, I entered eighth grade at a regular junior high school in Sioux City, IA, at the age of 13. Originally, I was prepared for entry into ninth as all of my classmates at CID were, but my mother, who happens to be deaf herself, felt that I should repeat the eighth grade. She knew that my going to a hearing school for the first time would be totally a new experience for me. Having had limited experience in being mainstreamed herself, she tried to convince me that it would be a good idea to stay in the same grade for another year so that I would adjust to a new school environment before I began my high school

Interpreting in those days was voluntary and normally limited to religious and social service activities; no one ever had thought of trying out an interpreter in educational settings. Hearing impaired students in those days either had to make it on their own in regular schools or resort to special education and residential schools for the deaf.

Naturally, I was very upset at the thought of having to repeat the eighth grade, but my mother was adamant. I realized much later that she was wise in making this decision, since I did have a difficult time adjusting to the new school environment during the first year. It was traumatic for me since

I had no one with whom I could share my experiences. My mother had faith in me and kept encouraging me all the time. At one point during the first few weeks when I was very depressed, my mother asked me if I wanted to transfer to a state residential school for the deaf. I did not want to do it because my classmates at CID were in regular schools in their home towns. I think that this made me more determined than ever before to persevere in my new experiences.

My first semester was horrid. I even got a D in physical education which was one of my favorite subjects. There were too many new things to learn, but not being able to read the lips of my teachers in any typical class, I missed out on much crucial information. Teachers spoke too fast, walked all over the classrooms, and had their back to the class while working at the blackboard.

What kept me going is still a miracle to me. I do, however, recall that many teachers and classmates were patient and kind to me. There were a few students who ridiculed me; I remember one of them pushed my head down while I was drinking from a water fountain in the hall. I did not lose my temper; strangely enough, I laughed with him. We became friends thereafter.

I also remember another incident which was a humiliating experience for me. In one of my first classes in history, the teacher asked the class to recite the Gettysburg Address with her. I chose not to join in the class recital because I was embarrassed to use my voice. But, eventually, I decided to join the

class recital. I became fascinated with the Gettysburg Address and got carried away. Moments later, the teacher told the class to stop and discuss a point. Not knowing that the class had stopped, I kept on reciting aloud for awhile. Suddenly I became aware that the entire class was waiting for me to stop. I wanted to die at that moment or find a hole in the floor so I could disappear. The teacher smiled at me and told me to keep on going. I was too speechless to do anything.

Another embarrassing incident occurred shortly afterwards in the same class. The teacher had written a lot of historical information on the blackboard. I thought she had written something wrong on the board, so I mentioned this to her in front of the class. She did not understand me. After repeating it about four or five times, I finally walked up to the blackboard to make the change. As I came closer to the blackboard, I realized that I was wrong in the first place; the teacher had written the information correctly. I stood there for a moment, gazing at the blackboard and trying to figure out what had happened. I walked back to my seat feeling humiliated again, and wishing that I had kept my mouth shut. Thereafter, I turned into a very passive student for the rest of my academic schooling. I was afraid to make myself look silly again.

A third incident which occurred in another class was the turning point in my determination to become a better student. I had the habit of going to my teacher to check my school work each time I did it in the class. Finally, when it became too frequent, the teacher

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asked me if I wanted to be "spoonfed" all the time. At that time, I did not really understand the meaning of this expression, but I figured that I should not bother the teacher anymore.

From then on, I was fairly an independent student and worked by myself. I could not understand anything my teachers were saying in the classrooms. It was impossible for me to read their lips. Later, I learned a trick which carried me through my high school years. Since teachers in high school usually followed their textbooks very closely, I was able to use my books as my main source of learning. Notes written on blackboards by teachers served as reference points for me in classrooms. Sometimes I would ask my classmates where we were in the text so that I could keep up with the class. I did my homework on time and went to the library in the evenings and weekends to seek additional information to supplement my learning progress.

Academically, I survived high school, but my social and extracurricular activities at the school were limited. I was basically a very shy person and I bypassed all school social functions except for sports. I was more like a goldfish swimming in a bowl, watching the outside action; it was fun watching my peers socializing with each other. Luckily for me, my social development was not a total bust, because I was able to socialize with my parents and their deaf friends. Each day at home was like a retreat from mainstreaming for me.

I was accepted into Morningside College, a small four-year liberal arts college in my hometown with the understanding that I would work out a satisfactory means of acquiring notetaking and testing services for my coursework. Naturally, I was upset and tried to talk the registrar out of it. He explained that college education would not be the same as in high school, since professors would hardly use textbooks as their main source of instruction. Many of them would use their own notes or talk off the top of their heads in their lectures. He was concerned that I would miss out on a lot of information from lectures. Of course, my pride was shattered, since I had not needed support services in high school. I had no recourse but to yield to his expectations if I wanted to pursue a college education.

The only solution was to work out an arrangement whereby one of my classmates, who was enrolled in the same courses as I, would use carbon papers to take notes for me. Then I would rework them as necessary and ask him questions if I did not understand the notes. It was decided that we would look for an academically strong student to work with me, but the registrar could not find one who took the same courses as I did, so we settled for a weak C-student who happened to be enrolled in the same course as I was.

He agreed to help me, since he needed the money which was financed by the Office of Vocational Rehabilitation.

At first, as we agreed, he used carbon copy papers and took the kind of notes which he felt would be useful for both of us. But I was bored, because I had nothing else to do in my classes.

The lectures were usually not related to the materials I had with me in the class. So we decided to eliminate the carbon papers and I would sit next to him and copy his notes as he took



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them until class. I would then try to analyze the notes with my textbooks. Whenever I needed to ask a question, I would write it down on a scratch paper and give it to my notetaker to ask the teacher for me. It worked out quite well. At the end of the academic year, my notetaker became an honor student! I did well myself, too. The support services program worked out well not only for myself but also for my notetaker. It enabled him to take better notes for himself, too.

The following year, my notetaker had to leave Morningside College for personal reasons. I could not find another classmate who would be enrolled in all of my classes. Hence, I decided to try out another approach. I did not want to make it too obvious that I needed support services. I was still a shy person. What I tried out was to look around the class for someone who appeared to be taking a lot of notes. I would then sit next to that person, without explaining about my special needs, and copy or "steal" his notes. I quickly became aware that the student would become suspicious of what I was doing, and he'd turn his shoulder down to block my line of view at his notes. Of course, I'd feel sheepish, and then I'd reluctantly explain to the student that I was deaf and that I needed his help with notes. I was relieved to find out in most cases students were understanding and willing to share their notes with me. It was one way I was able to develop close relationships with them and we would work together in our homework activities.

I also learned the hard way that teachers should know about my deafness early in the class, because some of them would suddenly ask me guestions or request that I make an oral presentation to the class. Thereafter, I would introduce myself to teachers at the beginning of each class. Oftentimes, a teacher would be shocked to learn that a deaf student was in his class and would say that I couldn't make it in his class. I would then assure him that I would do just fine and tell a "white lie" that I could read his lips very well. This was enough to make them leave me alone. This continued throughout the remainder of my undergraduate studies at Morningside College and Washington University. I continued to perform in the same way at St. Louis University where I did my graduate work in engineering.

Coming to the National Technical Institute for the Deaf (NTID) in 1970, to assume my new job as Educational Specialist for deaf students majoring in engineering and computer science, was my first exposure to a comprehensive model of support services. Never before in my life did I have access to an interpreter in professional meetings. It was great being able to understand what my colleagues and other hearing people were talking about in staff meetings through interpreters. I remember the first time I had an interpreter in a staff meeting; I felt as if I were on Cloud 9. It was a totally new experience for me after all those years. I realized that the five years I had worked as engineer at McDonnell-Douglas Corporation before coming to NTID were truly a time of isolation. The staff meetings at McDonnell were useless to me; all of my work was done on an individual basis with very little team work with other engineers.

As a doctoral student at the University of Rochester, I had full use of interpreting services in all of my classes. I felt that all of my frustrations for the past years in schools without support services finally came to the conscious level. I continued to be amazed at the wealth of information being delivered through interpreters. Oftentimes, I was amused at the irrelevancy of a teacher's lecture to the subject matter. By having an interpreter in my classes, I felt that I finally transformed from a totally passive student into an active learner in classrooms for the first time since I left CID. I learned to use interpreters to my benefit so that I could participate actively in class discussions, ask questions, and make oral presentations. My confidence as a scholar finally blossomed . . . late bloomer though I may be!

As I reflect on my 23 years as a mainstreamed student, it is frightening to realize the full implication of the Public Law 94-142 as it impacts on many hearing-impaired students who may need more assistance than just support services in regular classrooms. Some may have the capacity to succeed in mainstreaming; others will require continuous cultivation to become successful mainstreamed students. Still

many others may benefit more from alternative schooling experiences in special education classes or in residential schools for the deaf

Summary

My experiences clearly point out the struggle that even a highly motivated, self-disciplined and academically well prepared deaf person faces in a mainstreamed situation. I spoke of frustration, determination, embarrassment, and respect. I also spoke of the benefits derived from educational support services. However, my primary message to you as teachers and administrators should be that mainstreaming affects the lives of students. We must take care to extend ourselves to ensure that we understand the strengths and weaknesses of the options for mainstreaming and to ensure that we communicate with students to determine if the selected option is meeting their needs.

(Dr. Hurwitz is the President of the NAD. This paper was taken from a speech he presented at Hunter College.)





Hong Kong - HKMASD

According to Mr. Wai-On Light, Musign, a well-known musical group of deaf persons, will present its performance in Hong Kong November 13-20; Taiwan, November 20-28; and Japan November 28-December 23, 1983.

The HKMASD will celebrate its 12th anniversary in Hong Kong December 17-23, 1984. Its program will include the organization of the 5th conference for Asia Federation of the Deaf, a sport festival and an international theatre festival. For further information, contact Mr. Wai-On Light, General Post Office Box No. 5016, Hong Kong.

Sweden - SDR

The Stockholm deaf club has released its annual report. At the end of 1982 the club had 1,004 members and nine employees, including social workers and recreation leader. Four weekend courses and seven one-year and two half-year courses were offered to a total of 408 participants. While sign language was a common subject, "Disabilities in Developing Countries," "Genealogy," English, photography were among the subjects. The club now has sections in four suburban areas and a section for deafened adults. The parent club within the Stockholm deaf club still is active and continues to work within the deaf community. In addition, nine independent clubs (chess, bridge, auto, fishing, retired, youth, art, athletics and women) have used the physical facilities of the Stockholm club.

Asia

The Third Conference for Asia Federation of the Deaf was held in Seoul, Korea, November 1-3, 1982. Japan, Taiwan, Hong Kong, Thailand and Korea sent delegates to the Conference. The Korean organizer was Mr. Chang Kim, a prominent deaf artist in Korea.

The following excerpts have been taken from the report:

Japan - JAD

Disabled people are entitled to 50 percent discount on mass transportation and 25 percent on flights and receive disability benefits. About 300 deaf persons are enrolled at colleges or universities.

Korea - KWAD

The Korea Welfare Association of the Deaf has experienced many serious crises before 1980. Since then it has made considerable progrees. Facilities were established in several areas and a technical training center was opened this year. According to the Korean Health Development Research Center, the hearing impaired population was 106,400 and the speech impaired population 140,300 as of December 1980.

Taiwan - TWFD

The Taiwan Welfare Federation of the Deaf reported that by issuing passports to disabled persons, the government found abut 50,000 deaf persons in Taiwan. Twenty deaf persons have been admitted to colleges or universities. The TWFD organized the first Conference for Asia Federation of the Deaf in 1974.

Spain - FNSE

The Second Regional Folkdance Contest for the Deaf was a big hit in Zaragoza. Over 1,000 people attended the contest. Eight clubs for the deaf offered regional folkdances. The Granada club won the most points.

Europe

The European Federation of Associations of Teachers of the Deaf will be held in Sigtuna, Sweden November 4-6, 1983.

The European Meeting on Sign Language Research will be held in Brussels, Belgium, September 19-25, 1983. The Norwegian deaf sign language researcher, Odd-Inge Schroder, gave a long report on these meetings in *Doves Tidskrift*, Vol. 64, No. 7, pp. 10-12. A few points raised in his report are given here.

One third of 60 participants from 10 countries were found deaf and the participants all come from different fields.

Signed language (i.e. Signed English, Signed Dutch) seems to have penetrated every country in Western Europe.

In a newspaper a Belgian school for the deaf superintendent tried to assert that sign language was not a language but a code system. Next day Filip Loncke, the organizer of the meetings, replied that the superintendent must have slept through the Congress on Education of the Deaf in Hamburg as he obviously was unaware of the changes in education of the deaf.

Bernard Tervoort, one of the leading linguists in the world, noted in his summary of the meetings that many of the deaf participants had been rather aggressive at the meetings. He thought that they should remember that they were not experts in psycholinguistics or any other field and they need academic training. Schroder said that he was willing to agree with Tervoort on this point but believed that the criticisms expressed by deaf participants were more deep seated than Tervoot had realized. Their criticisms did not attack the academic field where sign language was studied but their research methods. Schroder stated: "It is no exaggeration to say that any sign language researcher who cannot sign and must use interpreting service is a quack." At the end of his report Schroder again stated that he is unable to understand how sign language researchers who cannot talk with deaf people at all can declare themselves experts on sign language.

Comment: Schroder's last point deserves serious consideration by deaf people and experts on deafness. The qualifications of certain researchers as experts on deafness have been questioned by deaf people even in our country. Such researchers know very little about deafness just because they interact with deaf people at wrong places. If they have to talk with deaf people, they tend to go to educational programs for the deaf, national meetings where deaf and hearing people usually both are found, or workshops, instead of clubs, championship events, and other meetings where the majority of participants are deaf.

Spain - FNSE

On September 25, 1982, International Deaf Day, the local clubs for the deaf had street demonstrations at the same time. As the local clubs and the national organizations are well-managed, the demonstrations, of course, made a strong impact on the Spanish press and governments. The September-October issue showed many photos and reproductions of manifestations.

Comment: Street demonstration has become a popular strategy among deaf people in Europe to call attention to their demands. Even the NAD has recently organized street demonstrations in several cities.

China - CABD

A colorful pamphlet about the Third National Congress of the Blind and Deaf was recently issued. It showed a meeting attended by 297 delegates and interpreted by two persons. The Congress was held April 6-14, 1980. Mr. Ki Shihan was re-elected vice chair of the Chinese Association of the Blind and Deaf. Mr. Shihan is responsible only for deaf people. Another vice chair represents blind people.

CISS

The Norwegian *Doves Tidskrift* (Vol. 64, No 10) writes in an article on the World Games for the Deaf in Italy:

"As usual, the CISS president Jordan was the meeting leader. His excellent international sign language is widely known so it was a joy to see him lead an international assembly without problems. Yes, we, deaf people, hold a very cheap congress. While hearing people must spend big amounts on loud-speakers, translations, and technical aids at a simila congress, we, deaf people, can use sign and box y language free which everybody can learn!"

Iceland has been admitted to CISS. Korea could not be accepted for membership as its constitution and by-laws needed certain changes to meet the CISS requirements. Sweden announced that it would send up to 80 athletes to the 1985 World Games for the Deaf.

As of today 42 countries have joined CISS. They are:

| Australia | Spain | Ireland | Romania |
|------------|---------------|-------------|----------------|
| Austria | Finland | Iran | South Africa |
| Bangladesh | France | Israel | Sweden |
| Belgium | W. Germany | Italy | Czechoslovakia |
| Brazil | Great Britain | Japan | Turkey |
| Bulgaria | E. Germany | Mexico | USSR |
| Canada | Greece | Norway | Uruguay |
| Chile | Netherlands | New Zealand | USA |
| Columbia | Hungary | Poland | Venezuela |
| Costa Rica | India | Portugal | Yugoslavia |
| Denmark | Iceland | | |

Denmark

The Danish athletic association of the deaf (*Sportsbladet*, Vol. 17, No. 1, February 1983, p. 3) reports the following statistics:

| Athletic Clubs | Membership | Athletic Clubs | Membership |
|----------------|------------|----------------|------------|
| Odense | 37 | Copenhagen | 53 |
| Aarhus | 8 | Nyborg | 59 |
| Copenhagen | 153 | Herning | 8 |

| Athletic Clubs | Membership | Athletic Clubs | Membership |
|----------------|------------|----------------|------------|
| Aalborg | 22 | Roskilde (est. | |
| Sonderborg | 0 | in 1982) | |
| Vejle | 64 | 142 won | |

These numbers may seem small to us but very impressive when we consider the geographical and population size of Denmark.

Thailand - TCDA

Referring to the news item about "That Sign Seminar 82," Mr. Owen Wrigley, director of International Human Assistance Programs, Inc. Thailand, wished to point out that the seminar in fact was scheduled at the end of June 1982. He stated that it was an outstanding success. It was attended by Royal Thai Ministry officials, representatives for Thai schools for the deaf and members of the foreign diplomatic community. As as result, the Ministry has agreed to consider the Thai Sign Dictionary, being developed by Ms. Manfa Suwanarat, as a school text. A second seminar on "The Role of Deaf People in Thai Society" was held at Srinakorinwirot University.

Ms. Wrigley who reports that "final steps toward legal establishment as a National Association of Deaf in Thailand are nearing completion." The new association's board will be exclusively deaf. Thank you, Ms. Wrigley for this interesting information.

Comment: The Thai Center for Deaf Alumni is rather unusual compared with other developing countries as it has successfully functioned as an income-producing workshop and a community center. Mr. Reilly and other Americans have been involved in the development of this center. It might serve as a model for other countries. However, I hope that as the new association now exists, the responsibility for the welfare of deaf people will fall on its leaders, instead of experts (both deaf and hearing either Thai or foreign. The experts should ideally provide assistance only under the supervision of the leaders elected by deaf people. Most countries including ours, still rely on experts to initiate necessary changes in the welfare of deaf people.

Sports Results

Soccer

W. Germany - Czechoslovakia 2-1

Handball

Yugoslavia - W. Germany 31-15

Volleyball

Women Belgium - W. Germany 1-3 Men Belgium - W. Germany 0-3

Water Polo

W. Germany - Hungary 5-9
W. Germany - Holland 12-8
W. Germany - Great Britain 13-5
Holland - Great Britain 10-6
Hungary - Great Britain 8-6
Hungary - Holland 12-7
Hungary won the most points.



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The NAD takes great pride in announcing our 4 newest titles - Curriculum for Multiply Disabled Hearing Impaired Students by Dr. Doris Naiman, Teaching American Sign Language as a Second/Foreign Language, edited by Caccamise, Garretson, Bellugi, How to Get the Job You Really Want by Deborah Veatch, and Friends Are For Signing by Timothy Jackson.

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This excellent new book is a compilation of the proceedings of the third National Symposium on Sign Language Research and Teaching. It contains papers written by many well known professionals in the field of sign language research and teaching. Topics covered include —

- Language and Culture use of euphemisms in American Sign Language, relationship of hearing subordinates to their deaf supervisors, learning ASL as a first language, etc.
- Curriculum Development developing an effective language teaching curriculum, designing a curriculum to teach ASL as a foreign language, etc.
- Instructional Methods the direct experience method, grammer translation approach, methods of teaching fingerspelling, etc.
- 4. Materials for Teaching/Learning ASL evaluating sign language materials, review of current sign language materials, etc.
- Evaluation diagnostic approach to assessing ASL in the classroom, foreign language testing - its implications for ASL skills.

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This new book represents the world's first effort to help hearing impaired and deaf job seekers access employment opportunities more effectively.

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- 2. Proven resumes you can easily adapt to your own needs.
- Other sample letters accepting or rejecting job offers that you can send to employers.
- Valuable flow charts and illustrations that take the mystery out of the job search process.

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Friends Are For Signing

There is finally a beginning sign language book for everyone - Friends Are For Signing. A young girl takes sign language classes in order to meet a cute deaf boy. Clever comic strip characters (from What Are Friends For?) illustrate 75 beginning signs plus the manual alphabet. All signs are listed in an index and there is also a list of suggested readings.

Friends Are For Signing sells for \$1.95.



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Total

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| | Teaching ASL as a Se- cond/Foreign | |
| | Language | 15.95 |
| | Language | 10.00 |
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| | Friends Are For Signing | 1.05 |
| | Signing | 1.95 |
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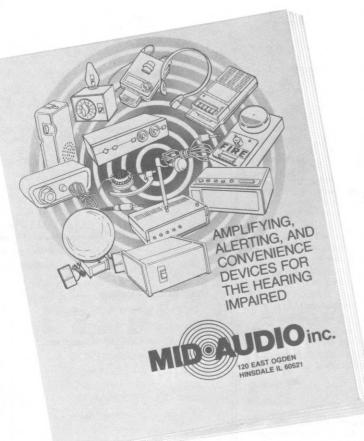






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HOWDY, MY HEARTIES!

We, unfortunately or fortunately, depending on your viewpoint, meet again. We know you have been having all sorts of fun and the fate of Social Security has provided you with plenty of conversation topics. Sitting on pins and needles is never easy but we old timers are up to it because we have taken a lot of hard knocks together and come up stronger.

Have you heard about the wise minister who wanted to make the down payment on a new organ but couldn't arouse any enthusiasm from the congregation?

So, one Sunday when he knew the Super Bowl game was to be played, starting on TV at noon, he told his congregation, "I have carefully prepared three sermons for possible use today.

"One is a \$1,000 sermon that last ten minutes. The second is a \$500 sermon that lasts half an hour. The third is a \$100 sermon that lasts an hour and a half. I'll ask the ushers to pass the collection plate and let you decide which sermon you'd like to hear."

How would you vote? Almost like the "Lady or the Tiger,"

Another minister wanted to buy a chandelier to improve the lighting in the church. When put to vote it failed.

"Why do you oppose the purchase of a chandelier?" the minister asked.

"Well," drawled one of his flock, "first, we can't spell it, so how can we order it? Second, even if we did get it, no one could play it, and third, what we really need around here is more light."

Thought for today: May your right hand always be stretched out in friendship - and never in need.

Here's an old wives' tale:

A man went to his doctor to complain about a stiff elbow. The doctor recommended a heat pack.

"But, doctor," the fellow said, "my wife says that a cold pack would be better."

"Well," the doctor said, "you just tell her that my wife says heat is best."

Well, it looks like the cost of living increase in our Social Security checks will come January 1, 1984 instead of July 1, 1983. This will represent a distinct loss to all of us but what on earth can we do but accept it with all the grace we can muster?

Tighten your belts. Bite the bullet. Turn down the thermostat. The choice is never easy.

Now for some verse that fits most of us: "I lost my picture; did I throw it away? I'm losing my teeth, my hair's turning gray! Around the house, I lose this and that; But there's one thing I'm keeping, and that is my fat!

I'm losing my eyesight; I keep "information" busy. Those little black numbers, they make me so dizzy! I've lost a good scrapbook, a life-long memento, And my picture with Van Cliburn, where did it go?

"I'm positively weary, tending to detail.

I feel all caught up, then here comes the mail.

The way that it grows, it seems breathing - alive!

Instead of subtracting, it multiplies!

"My plants are all dying. They need some sort of food. The dogs need de-fleaing, I'm not in the mood. But there's one thing that requires not a thumb nor a twiddle;

That's the tire I'm growing around my old middle!" Shall we gather at the river and sign this together?

Lenny Warshawsky says that the Greeks have been warned that passionate kisses on the ear can cause permanent deafness. This fact was issued by Greek specialists who claim that 20,000 Greeks are totally deaf. There is no estimate on how many have been kissed into the world of silence.

The ear is a heck of a place for a passionate kiss, but please do not look at us like that. Our experience with osculatory bliss has been limited to playing Post Office.

Come to think of it, we have not told you a blessed thing that is new or exciting. We expect Horty will be sending us a letter telling us to upgrade our comments or take a nice long vacation. The latter seems a more sensible approach to this problem.

For some this has been a terrible winter, but for most of the clan the days have been unusually pleasant. In Oklahoma just once when we ventured outside did our breath freeze in midair as an icicle. But that snow ice cream we got to make several times certainly did bring on old and pleasant memories. memories.

It is almost time for your trip to some far off place or for your vitamin tablets in the safety of your rocking chair. Since we haven't said anything worth a darn, we are going to leave you and look around for a comfortable dog-house before Horty beats us to the punch.

Bless you all. You are indeed the salt of the earth.

This article is the fourth in a series of five based on early student records of some of the oldest schools for the deaf in the United States. In addition to the New York Institution for the Instruction of the Deaf and Dumb, the series includes Central Asylum for the Deaf (1823-1836); American Asylum for the Deaf (1817-1850); Kentucky School for the Deaf, Danville, KY (1823-1850); and the Ohio School for the Deaf, Columbus, OH (1829-1850).

Prior to 1850, censuses did not enumerate all members of a family, therefore, students names in these records may not easily be found in other sources.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB

1818-1831

by Maryly B. Penrose, C.G.

The New York Institution for the Instruction of the Deaf and Dumb was the second school for the deaf in the United States. Its creation was the result of a petition presented to the state legislature by a group of New York City residents, including Dr. Samuel Ackerly and Reverend John Stanford, who wanted to form an institution for educating the deaf and to support those "whose parents are unable to maintain them during the course of tuition." On April 15, 1817, an Act was passed authorizing the appointment of the following officers and directors to oversee the affairs of the newly established school: De Witt Clinton, president; Richard Varick, first vice-president; John Ferguson, second vice-president; John Slidell, treasurer; John B. Scott, secretary; and Henry Rutgers, Alexander M'Leod, John Stanford, John Murray, Ir., Henry R. Feltus, James L. Bell, Bishop Connolly, Henry Wheaton, Jonas Mapes, Peter Sharpe, Samuel Ackerly, Silvanus Miller, William L. Rose, Gurdon S. Mumford, Benjamin A. Akerly, Silvester Dearing, James Thompson, Robert Troup, Solomon Southwick and James Emott, directors, In May 1818, the New York Institu-

tion opened at the almshouse in New York City and by the end of the year 33 pupils were enrolled.

During the next decade a conflict developed between the New York Institution and the American Asylum over which signs should be taught. Among the criticisms made by Hartford were that the instructors in New York could not teach because they "acquired their signs from the Indians," "received no lessons from a teacher of signs," "studied the system in books," and "deviate from the method of Mr. Gallaudet at Hartford." In a report made to the state legislature in 1828, several members of the New York Institution responded to the charges made against their teaching methods, as follows: Samuel Ackerly, Secretary—"Pupils taught at Hartford, Philadelphia and Canajoharie, have visited our school, and easily held intercourse with our pupils;" Horace Loofborrow, Principal teacher-"From this view of the subiect. I presume uniformity of signs cannot be thought so vitally important, any further than as relates to each particular school;" and Mary Stansbury, teacher-"I have not discovered any greater dissimilarity in the sign-language of the

pupils of Hartford, Philadelphia and New-York, even when that language is extended to the expressing of ideas which are abstract."

The controversy over teaching methods did not prevent the New York Institution from securing legislative support for the construction of a new school which could accommodate two hundred students. On September 30, 1829, the school moved into its new building on Fiftieth Street and Fourth Avenue in New York City.

Two graduates of the first class in the school went on to distinguish themselves in the history of the deaf in the United States, John Gazlay became the first deaf school administrator, a position he attained at the Mississippi School for the Deaf in 1854. James M. Nack, a poet, was the first deaf man to be published and four volumes of his work were printed.

In the following enrollment records, 1818-1831, additional information for a student has been indicated by: (a) more than one deaf in family, (b) one or more deaf relatives, (c) attended Central Asylum, Canajoharie, New York, and (*) attended American Asylum, Hartford, Connecticut.

| Admitted | Name | Residence | Admitted | Name | Residence | Admitted | Name | Residence |
|----------|--|---|------------------|--|---|----------|--|---|
| 1818 | Catharine Banks John Bates John R. Boyle Phebe M. Clark Horace Crawford Cornelius Cunningham Aaron Day Charles Dickinson Cornelia Ann Frere John H. Gazlay John Hauptman | New York City New York City New York City New Jersey New York City New York City New York City Montgomery Co., N.Y. Dutchess Co., N.Y. New York City Otsego Co., N.Y. New York City | a a | Mary Rose Harriet Sherwood Richard Sip Elizabeth Thompson John Vermilyea William Wake Nathaniel Ward Jonathon Wardline Jemima Way John White, Jr., William Wilkeyson | New York City Woodstock, N.Y. Bergen, N.J. New Jersey New York City New York City New York City New York City New York City New York City New York City | a | Cornelia Green John Haley William Hocknell Joshua Husk Hulet Jones John Kirby Stephen McGuire James Maddock John Mandeville Rebecca Minard William Niblo | Princeton, N.J. Brooklyn, N.Y. Albany, N.Y. New York City Suffolk Co., N.Y. New York City Medison Co., N.Y. Darlington, S.C. Kingston, N.Y. New York City |
| | George D. Holkins Eveline Hulse John Kelly Alanson McDonald George Mills Cortlandt Millspaugh James M. Nack William B. Oakley Sarah Parker Mary Postley | Albany, N.Y. New York City New York City New York City Orange Co., N.Y. New York City | 1819 a a * | William Williams Isabella Anderson Benjamin Barton Ryan Blanchard Eliza Briare Sally Callender Zaccheus Covall John Crammond Emily Curtice Denison Fowler | New York City New York City Queens, N.Y. Genesee Co., N.Y. Albany, N.Y. Greene Co., N.Y. Albany, N.Y. Orange Co., N.Y. Madison Co., N.Y. Albany, N.Y. | a a | Margaret Platzgraff James Plum Maria Potter Sally Robinson Julia Sanford Maria Sherwood Sally Sherwood Richard C. Springs Isaac Stanton Margaret Stanton | New York City Schuyler's Lake, N.Y Dutchess Co., N.Y. New York City Chenango Co., N.Y. Woodstock, N.Y. Woodstock, N.Y. York District, S.C. Dutchess Co., N.Y. New York City |

| Admitted | Name | Deeldense | | | | | | |
|----------|--|--|----------|--------------------------------------|-----------------------------------|----------|--------------------------------------|------------------------------------|
| Admitted | | Residence | Admitted | Name | Residence | Admitted | Name | Residence |
| | William Thorne | Dutchess Co., N.Y. | | William T. Jackson | Islip, N.Y. | | Perry Plato | Batavia, N.Y. |
| | Jacob Valentine Cornelius Van Waganen | Queens Co., N.Y. | | Laura Lyon | Lisle, N.Y. | | Eliza Scott | Sherburne, N.Y. |
| 1820 | Comelius van vvaganen | Bergen, N.J. | Ь | Ann Maria Mabbett Francis Mackay | Washington, N.Y. | | William M. Searl | Martinsburgh, N.Y. |
| 1020 | Huldah Barnard | Utica, N.Y. | а | Jane Milhench | Northcastle, N.Y. | | John Shotwell | New York City |
| | Christiana Brookes | New York City | a | Henry Persons | Manchester, England | а | Elizabeth Webster | Woodbridge, N.J. |
| | Eliza Cheeseman | Schenectady Co., N.Y. | а | Ward Persons | Copake, N.Y. | а | Martha Ann Webster | Wodbridge, N.J. |
| | Andrew McKinney | New York City | | Margaret Quin | Copake, N.Y. New York City | V. | Nathaniel H. Wilson | Portsmouth, Va. |
| | Cornelius O'Connor | Schenectady, N.Y. | | Ann Reeves | New York City | 1830 | Louisa Young | New York City |
| | Alphonso Vincent | Norfolk, Va. | | Obadiah Rogers | Islip, N.Y. | 1030 | Harriet Armstrong | A. b NIV |
| 1821 | Reuben Wheaton | Norwich, N.Y. | | Margaret Ryass | Staten Island, N.Y. | | Lydia A. Atwater | Auburn, N.Y. Chateaugay, N.Y. |
| 1021 | Thomas Beatty | New York City | | Mary Smith | N. Hempstead, N.Y. | а | Abel B. Baker | Newburgh, N.Y. |
| a,b,c | Elisha Bowman | Canajoharie, N.Y. | 1827 | Henry Spaulding | Romolus, N.Y. | | Isaac G. Baldwin | South Orange, N.J. |
| С | Rensselaer Brigham | Albany, N.Y. | C C | Charity Decker | | | Thomas Bigger | Queenston, Upper Canada |
| а | Catharine Conrad | Hinsdale, N.Y. | C | Catharine P. Ellarson | Prattsville, N.Y. | | David Bise | Austerlitz, N.Y. |
| а | Samuel Conrad | Hinsdale, N.Y. | | William P. Field | Gilboa, N.Y. Troy, N.Y. | | Mary M. Cain | Pharsalia, N.Y. |
| | Paul Degrass | New York City | | Wilhelm Fox | New York City | | James O. Clarke | Jersey City, N.J. |
| b | Laura Dryer | Durham, N.Y. | | John Page | Binghamton, N.Y. | a | William P. Cole Eliza Ann Cornell | Saugerties, N.Y. |
| | Daniel Hughs | Schenectady, N.Y. | | Levi Rice | Luzerne Co., Pa. | a | Robert Cummings | Busti, N.Y. Putnam, N.Y. |
| | Sarah Irwin James McGowan | Philadelphia, Pa. | | Margaret Ryer | Harlaem, N.Y. | а | Gilbert Derling | Hempstead, N.Y. |
| | Mary McVey | New York City Isle aux Noix, Lower Canada | | Etheldred Smith | Marion, Geo. | а | Juliette Dickinson | Saugerties, N.Y. |
| | Archibald O. Rodman | Rondout, N.Y. | | Minard Smith | Hector, N.Y. | а | Mary Ann Dickinson | Saugerties, N.Y. |
| | William Sharot | Staten Island, N.Y. | а | Mary A. Wayland | New York City | | Ransom Driscall | Greene, N.Y. |
| 1822 | | , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | а | Sarah E. Wayland Daniel Wetherbee | New York City | | Maria Emeigh | Kingston, N.Y. |
| а | Philena Banks | Walton, N.Y. | 1828 | Daniel Wetherbee | Oxford, N.Y. | | Amanda Flanders | Caldwell, N.Y. |
| а | Sarah Ann Banks | Walton, N.Y. | 1020 | John Anthony | AL | С | Aaron W. Hedden | Newark, N.Y. |
| | Jacob Bogert | Essex Co., N.J. | | Robert Bell | New Jersey Pamela, N.Y. | | Clarissa Holland | Saugerties, N.Y. |
| | Eliza Conklin | Orange Co., N.Y. | С | Erastus H. Brewster | Chemung, N.Y. | | Mary Keith | New York City |
| | Lephe Cummings | Watertown, N.Y. | | Louisa Cox | Ripley, N.Y. | a | Daniel Lafferty | New York City |
| | Plena Eggleston | Vienna, N.Y. | | Martin Crandall | Canaan, N.Y. | a | Elizabeth Lafferty | New York City |
| а | Marietta W. Keyes | Jefferson Co., N.Y. | а | David Derling | Hempstead, N.Y. | a,c | Marie LaGrange Susannah LaGrange | Bethlehem, N.Y. Bethlehem, N.Y. |
| u . | Hiram Ludlow David Osterhout | Lansing, N.Y. | | Sumner Frizell | Woodstock, N.Y. | a,c | Martha Lamperson | Huntington, N.Y. |
| | James Parburt | Manilus, N.Y. New York City | | Emma Goodwin | New York City | | John Larmer | Mamaroneck, N.Y. |
| a | Mary Rogers | Islip, N.Y. | | James M. Governeur | New York City | | Robert Leeder | New York City |
| а | Sarah Rogers | Islip, N.Y. | | Clarissa Hawks | Brighton, N.Y. | | Catharine Lewis | Caldwell, N.Y. |
| | William Staples | Ridgefield, Conn. | | James Hoag Julia Ann Hoffman | Schodack, N.Y. | b | Ira McManners | Clarendon, N.Y. |
| | Keturah Van Cleft | Orange Co., N.Y. | а | William P. Holmes | Lansingburgh, N.Y. | а | Stephen Minard | New Paltz, N.Y. |
| а | Catharine Wilcox | Manilus, N.Y. | | Arad Howard | New York City | | Jonas More, Jr. | Roxbury, N.Y. |
| a | John Wilcox | Manilus, N.Y. | 8 | Rachel Johnson | Nelson, N.Y. | | Timothy Pickering | Chateaugay, N.Y. |
| 1823 | | | a | Josiah Jones | Shawangunk, N.Y. New York City | | William Rossman | Livingston, N.Y. |
| С | George W. Campbell | Cherry Valley, N.Y. | | Francis McCummiskey | New York City | а | Eliza Stewart | Hillsdale, N.Y. |
| | John Denton | Danby, N.Y. | | Ephraim McEwen | New York City | | Joel J. Strong | Malone, N.Y. |
| а | Hendrick Downing | Jericho, N.Y. | | Andrew R. Schryder | Sterling, N.Y. | а | Mary Trainer Hannah Webster | New York City |
| | John Fullerton Oren Higbee | Hebron, N.Y. Union, N.Y. | а | Silence Taber | Scipio, N.Y. | · · | Thomas Wilson | Woodbridge, N.J. Portland, N.Y. |
| | James Jennings | New York City | С | Lovinus B. Taylor | Hobart, N.Y. | | Ursula Wilson | Hoosick, N.Y. |
| | Daniel McSweeny | Nunda, N.Y. | | John Toohey | New York City | b | Lucien D. Wood | Auburn, N.Y. |
| | James Miller | Westchester Co., N.Y. | 4000 | Nathan M. Totten | New York City | 1831 | | |
| а | Valentine Relyea | Shawangunk, N.Y. | 1829 | Caroline Bennett | | | Rosetta Crooker | Oysterbay, N.Y. |
| С | Mary Scranton | Schoharie, N.Y. | | Levi Chapman | New York City | | James Forbes | Lenox, N.Y. |
| | | Madison, N.Y. | | John Conant | Sherburne, N.Y. | | William Fuller | Bern, N.Y. |
| | George W. Swan | New York City | 8,b | Mary Dryer | New York City Durham, N.Y. | a,b | Franklin Howell | Brookhaven, N.Y. |
| 1824 | Sayles Works | Salina, N.Y. | | William Farrington | New York City | | Daniel Johnston | Otselic, N.Y. |
| | Ebenezer W. Burr | Enirfield Conn | а | Gilbert C.W. Gamage | New York City | a,c | Ira W. Lewis William Martin | Preston, N.Y. |
| а | | Fairfield, Conn. Saugerties, N.Y. | а | Harriet C. Gamage | New York City | | Emmon H. Platt | Oswego, N.Y. Washington, Conn. |
| | | Portland, N.Y. | | Margaret E. Green | Ithaca, N.Y. | | Monica Richards | Parma, N.Y. |
| а | | Hebron, N.Y. | | James L. Harris | New York City | | Flavia Robinson | Hunter, N.Y. |
| | | Orange Co., N.Y. | a,c | Jacob LaGrange | Bethlehem, N.Y. | | Susan Swift | Washington, N.Y. |
| | | New York City | | Mary Matthews | New York City | | Emily Vandell | Staten Island, N.Y. |
| | | Watertown, N.Y. | | James Noe | Perth Amboy, N.J. | | Charles Westcott | Clarkson, N.Y. |
| | Ann A. Hunt | Rodman N.Y. | | Philemon D. Paridise | New York City | а | Alicia Wilson | Newburgh, N.Y. |
| | | New York City | a A | Angeline Peck Charlotte Peck | Sempronius, N.Y. | а | Isabella Wilson | Newburgh, N.Y. |
| | | New York City | | Dexter Persons | Sempronius, N.Y. | | | |
| | | New York City | | | Orwell, Vt. | | | |
| | | Athens, N.Y. | | | | | | |
| а | | Lowville, N.Y. | | | | | | |
| а | | Lebanon, N.Y. Lebanon, N.Y. | | | | | | |
| С | | Ballston, N.Y. | | | | | | |
| 1825 | poil | | | | | | | |
| | Lewis F. Albrecht | New York City | | | | | | |
| | | Camdèn, N.Y. | | | | | | |
| С | | Auburn, N.Y. | | | | | | |
| 8 | Roxey Denton | Newfield N Y | | | | | | |

REFERENCES:

Roxey Denton Benjamin Gatfield

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Anna McBridge

Matthias Pierson

Charlotte Prudden

G. J. Vanderberg

Amariah Babbit

Phoebe Ann Cande Jeremiah Conklin

David W. Fullerton

Almira Hallock Chauncey Hyde

Joshua D. Whitney

Timothy D. Townsend

Eleanor Reid

Julia Weeks

a,b,c

1826

Isabella Gow

Nelson Hann

Newfield, N.Y. New York City

Argyle, N.Y.

Schooley's Mtn., N.J. New York City

Lansingburgh, N.Y.

Greenwich, N.Y.

Newark, N.J. Morristown, N.J.

Argyle, N.Y. New York City

Penfield, N.Y.

Rodman, N.Y.

LeRay, N.Y. Huntington, N.Y. Hebron, N.Y.

Binghamton, N.Y

Brookhaven, N.Y. Lisle, N.Y.

- "An Act to incorporate the members of the New-York institution for the instruction of the deaf and dumb, April 15, 1817." Department of State, Bureau of State Records, Albany, N.Y.
- "An Act to provide for the building an Asylum for the Deaf and Dumb in the City of New York, March 23, 1827." Department of State, Bureau of State Records, Albany, N.Y.
- Ninth Annual Report of the Directors of the New York Institution for the Instruction of the Deaf and Dumb to the Legislature of the State of New York. (New York, N.Y., 1828) Appendix: 38-47.
- 4) Ibid. Eighteenth Annual Report. Appendix: 87-95.

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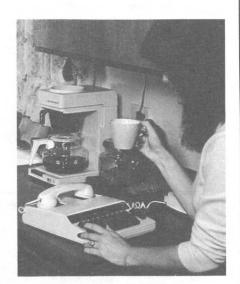
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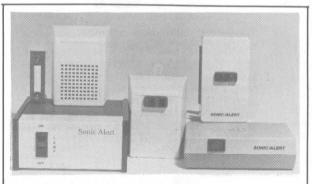
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BECOMES FIRST DEAF PREP SCHOOL TO WIN A STATE CHAMPIONSHIP IN GIRLS BASKETBALL



Minnesota, Kansas, Alabama, Rhode Island, Model, New Jersey and Rome Had Outstanding Seasons

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History is made—Eastern North Carolina School for the Deaf at Wilson defeated Hiwassee Dam High School, 48-45, for State 1-A champion-ship, and became the first deaf prep girls team to do so in basketball. The players are from left to right: Missy Agin (34), Donna Butler (20), Sy Donna Jackson (33), Pam Farnsworth (41), Shervia Harris (40), Tonya Koonce (30), Marion Williams (21), Sheila Silver (22), Ellen Taylor (10), Jean Singleton (15), Donna Davis (14), Belinda Whitehead (32), Pat Cohen (5) and Tracie Jeffries (12).

Fifty-two years ago, in 1931, Nebraska School for the Deaf had the distinction of being the first school for the deaf in the nation to win a state championship when the NSD Tigers of Coach Nick Peterson defeated three high school teams in the district, four teams in the regional and four teams in the state all-classes basketball finals. They finished the 1930-31 campaign with 29 consecutive games without a single loss.

And 24 years ago, Arkansas School for the Deaf was the other deaf prep school to win a state title in basket-

ball. The ASD Leopards under Coach Edward S. Foltz won the state Class B high school title in 1949 and ended the season with a 27-1 record.

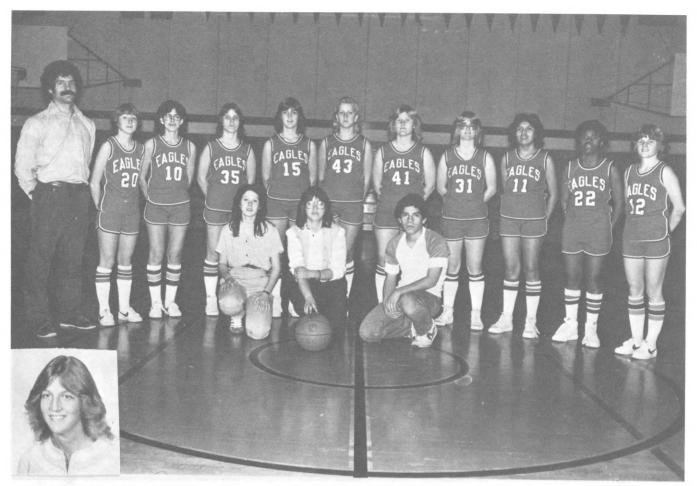
On Saturday, March 26, 1983, one of the greatest athletic achievements of the deaf in the country occurred in Alumni Gym on the campus of Elon College.

The event was the North Carolina State 1-A girls' basketball finals. Eastern North Carolina School for the Deaf defeated Hiwassee Dam High School, the defending N.C. High School Athletic Association 1-A girls' basketball

champion, 48-45 to claim both the state title and a piece of history.

The Lady Hornets of ENCSD earned the right to meet Hiwassee Dam for the state championship by beating Chocowinity High 50-46 in the quarter-finals and Rosewood High 53-30 in the semifinals, while Hiwassee Dam made the finals by defeating Cherokee 61-37 and Highlands 56-49.

This is a very special honor for a very special group of people. Any deaf person knows about the communications handicap and competing in a world of sound is a challenge facing deaf people



California Classic Champion—This small and thin team representing California School for the Deaf at Fremont had a winning season for the first time, copping the California Classic also for the first time after seven tries. The coach is Ron Stern and the players, left to right, are Lisa Goetz (20), Nancy Stecker (10) Elena Gee (35), Becky Bonheyo (15), Tracy Mumford (43), LaDena Evans (41), Dawn Ramos (31), Anita Dominguez (11) Julie Green (22) and Tamera Gaudet (12). Insert is All-American Becky Bonheyo. She was the key, as well to the team's scrappiness and character. She was named to all-conference first team, a first in school history. The league consists of 12 schools. She is the daughter of deaf parents and has a brother who is now a student at Gallaudet College. Yes, Becky will enter Gallaudet this fall.

every day. Coaching a basketball team composed of deaf students is accomplished in several ways, sign language being the basic link of communication, but lip reading is also being practiced, while some students have enough hearing ability to understand verbal commands.

Aside from the honor NCSD receives for its win in the title game, it is something every deaf person in the nation can be proud of. No allowance was made because the team was composed of deaf girls. They were in competition with girls from Hiwassee Dam who had normal hearing. And Hiwassee Dam won the state championship in 1982 and lost to Chocowinity in the finals in 1981. So ENCSD knew it was at a disadvantage in the game. And what is more, Hiwassee Dam had a 25-

4 mark prior to the championship game.

But Sheila Silver and Marion Williams, both 5-9 seniors from Rocky Mount, led ENCSD in the title game as they had done throughout the season, a season which saw ENCSD match last year's record at 20-5. Silver scored 25 points and Williams 15 with Williams finally putting the game on ice missing the first free throw but hitting the second following an intentional foul with nine seconds remaining to clinch the title, one which comes to ENCSD in only its third year as a high school. and therefore only its third year as a member of the NCHSAA. These girls deserve special recognition for their leadership in helping to make the ENCSD team of championship quality. Aside from the state championship, Silver was named Player of the Year on *The Wilson Daily Times* All-Area all-classes team. And both Silver and Williams were picked for the five-player All-East 1-A squad.

Jimmy Lamm, ENCSD coach, is to be commended in leading these girls to the state championship title. But Lamm said it was the girls who did the job and that they deserve the credit.

But this achievement represents more than a state title in a basketball game. It shows the world that a handicap doesn't have to mean second-rate citizenship. Life is a challenge at best, and when people who recognize that they are competing with the odds against them, and rise to that challenge and come out victorious, it should give new meaning to people with any handicap.

Lamm said the school will put out on Highway 301 in Wilson, N.C., a sign saying, "State 1-A Girls' Basketball Champions." We feel this is very fitting, and again we congratulate the ENCSD girls' basketball team. Lamm also said the win over Rosewood High in the state semi-finals gave ENCSD enough confidence to take the state title, but there's no column in the boxscore for confidence points, ENCSD found that out earlier in the year when the Lady Hornets went to Talladega. Ala., for the Mason-Dixon deaf prep meet. "We should have won two championships this year, but we went to Alabama overconfident. We had no business not winning that tournament."

Alabama School for the Deaf recorded the biggest surprise of the 1982-83 campaign in girls' basketball. When the Talladega-based school hosted the prestigious Mason-Dixon deaf prep

girls' basketball tournament, the ASD Lady Warriors decided to take things one step at a time. After all, the ASD girls had never before posted a first-round victory in the history of the tournament. But, this time, on their homecourt, the John McBride Memorial Gymnasium, Coach Kay Wilkerson's Lady Warriors put together a neat, three-step plan to victory:

On Thursday night, Alabama blasted Tennessee, chalking up the Lady Warriors' first ever opening-round win in the Mason-Dixon. On Friday night, ASD shocked powerful Eastern North Carolina with a one-point overtime win to earn a berth in the champion-ship game. ENCSD, the meet's top seed, had been a prohibitive favorite going into the game, as the Lady Hornets had been undefeated and stood at No. 2 in the girls' public high school ranking in its home state. But, that

was before they met up with Wilkerson's Lady Warriors. Then, on Saturday night, ASD completed its threestep plan by knocking over stubborn and taller Florida, also by one point, in the final round and claiming the 11-team tournament championship.

"This is the highlight of these kids" lives," recounted Wilkerson. "They have beaten the best deaf schools in the Southeast. The competition in the tournament was very stiff. These were, without a doubt, the three biggest wins in the history of the ASD girls' program. It would be an understatement to say we are excited. As we prepared for the tournament we were just hoping to win our first-round game. It seemed impossible to beat Eastern North Carolina. Then, once we beat ENCSD, we felt we had a good chance against Florida. In the championship round, it was very good game. Florida

A Season of Victory—Alabama School for the Deaf girls basketball team upset seeded No. 1 and defending champion, Eastern North Carolina and seeded No. 2 Florida, both by one point, to win the championship of the 7th annual Mason-Dixon deaf prep basketball tournament. The Lady Warriors guided by National Deaf Prep Coach of the year, Kay Wilkerson finished the season with a sparkling 17-7 record, best ever in school history. The players, left to right: KNEELING—Carolyn Cardwell (13), Roxanne Dawes (25), Marianne Nash (45), Pam Estes (31) and Marsha Wilcox (11). STANDING—Lucille Dorsey (35), Michelle McElroy (41) Rosemary Martin (43), Noreen Miller (21), Jean Stallworth (15) and Marion Hall (33). Head Coach Kay Wilkerson is next to Marion Hall at right.



had a tough team, and we're certainly not taking anything away from them. But when our kids had to have it, they went out there and took the championship. I am just so proud of all of them."

"Those girls really showed a lot of class," praised ASD athletic director and assistant principal, Don Hackney, who also served as the director of the 6th annual Mason-Dixon girls' meet. "I think they grew up this week. I believe they really came together and matured as a team. This is a tremendous honor for the girls' team and for the entire school. We are extremely proud of Coach Wilkerson and her fine dedicated players for the honor they have brought to our school.

The ASD team was paced by a pair of 5'-3" juniors, Pam Estes and Roxanne Dawes. Both are daughters of deaf parents. Pam's mother is on the ASD Board of Directors and is a niece of Boyce Crocker who was the national deaf prep football player of the year back in 1955. Roxanne's father is a mathematician connected with the rocket people at Huntsville.

Estes keyed the ASD attack in the

title game, pouring in 26 points. She was later named the Most Valuable Player of the M-D tournament. Dawes netted 25 points in Saturday night's big victory, and she was honored as the MVP of the tourney's second round in ASD's upset win over Eastern North Carolina. Lorraine Crawford, 6-1 center of Florida, was the MVP of the first-round action.

In Friday's big upset over ENCSD, the Lady Warriors were led by Estes (21 points), Dawes (17 points) and Marianne Nash (11 rebounds). ENCSD jumped to a commanding 22-14 lead at half, and things looked dim for ASD.

ENCSD decided to protect its lead against the quick Lady Warriors by going into a stall game. The strategy backfired, though, and ASD forced several turnovers, outscoring ENCSD 9-2 in the third period, but ENCSD still led at 24-23. East North Carolina then came out of the stall, but the damage had already been done. The swift little Lady Warriors had stolen the momentum and went on to take an exciting one-point overtime victory, 40-39.

Alabama, too, made it to the state

tournament, but the Lady Warriors' season came to an abrupt halt when Skyline High School took a 56-50 victory in the quarterfinal round of the 1-A girls' state basketball tournament.



Miss Missesota Basketball—Angela Kuehn (43) here made her 2,000th career point in basketball and finished her 5-year varsity career with 2,233 points for Minnesota School for the Deaf. A two-time first team all-classes all-starter, Kuehn was also named as the state Girls Basketball Player of the year 1982-83, the first deaf prepster to be so selected.

The loss eliminated the Lady Warriors from the chase for the state title in Birmingham. But, even though the Lady Warriors' season ended in defeat, it will be most remembered as a season of victories.

Without a doubt, it was the best year ever in the history of the ASD girls' basketball program. During the 1982-83 season, Wilkerson's kids finished with a record of 17-7 overall, their best season in school history. After winning ASD girls' invitational tournament and the championship of the prestigious Maxon-Dixon deaf prep meet, they captured the District 10 with a win over Talladega County Training

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School, 42-33, and an upset victory over Ragland High, defending champion for four straight years, 33-31. They won the Region 5 championship by convincingly whipping Chambers County High, District 9 champion, 56-41, with Roxanne Dawes pouring in a career-high 44 points (29 in the second half alone), and Pam Estes suffering torn ligaments in an ankle in the closing minutes. And, last but not least, made it all the way to the Final Eight in the state before bowing out without Estes. This was the first year the ASD girls had ever advanced to the state tournament.

If there is a Coach of the Year Award for deaf prep girls' basketball, certainly Coach Kay Wilkerson deserves top honors. She has really done an outstanding job in her four years as the girls' cage mentor at ASD. She took a team without a single senior on it to the first four championships and put ASD in the first appearance ever in the state meet. She is truly an outstanding individual and coach. Her 17-7 record this year proves she is "Coach of the Year." Coach Wilkerson is a 1969 graduate of Jacksonville State University with a major in Health/Physical Education/Recreation.

Florida, under Coach Johnny Samuels, and Virginia, under Coach Jeff Lawson, were the only other Mason-Dixon clubs having a winning season, 12-9 and 10-8, respectively. Florida was runnerup and Virginia placed fourth, its best finish ever, in the M-D deaf prep tournament. And during the regular season Virginia split with Maryland, 4th place finisher in the Eastern I deaf prep meet, winning the first game, 50-30 and losing the return game, 50-48



Kansas School for the Deaf's Outstanding Female Athletes—Sally Ripley (left) and Bonnie Goben, both seniors, led the Lady Jackrabbits to outstanding records in the last four seasons, 50-28 in basketball and 90-20 in volleyball.

In the Midwest, Minnesota School for the Deaf won the Central States deaf prep basketball tournament for the third year in a row by beating Kansas in the finals at Jacksonville, Ill. Both schools finished another highly successful season. The Minnesota Lady Trojans of Coach Ron Mitchell posted its fifth straight winning year with a 18-3 record, while the Kansas Lady Jackrabbits under Coach Brad Carlson recorded its second straight highly successful campaign with a 16-5 slate. And both schools did make the state playoffs. Minnesota was ranked first in its District 13 basketball tournament. The Trojans beat Bethlehem Academy in the first round, 51-33, and played a very hot team from Le Sueur High and lost in overtime on a last second shot, 63-61. Needless to say, the MSD girls were very disappointed in the loss but they came back and won the third place game over Montgomery High, 52-39. Kansas was seeded No. 2 in the sub-state tournament. The Jackrabbits won the first two games and then lost in the finals to Jackson Heights High, seeded No. 1, who went all the way to the state finals, but lost. In the semifinals of the state meet, Jackson Heights (22-3) had perhaps the greatest upset of the year, beating a team that was seeded No. 1 and was state champion last year, and snapping their 48-game winning streak to make it to the finals. The KSD girls proved they could play against any state calibre team.

Indiana under Ann Reifel, a former "Deaf Olympian" in track, finally

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had a winning season, a 10-9 mark. Indiana finished fifth in the CSSD deaf prep tournament.

In the East, Gerry Winalski subbing for Head Coach Dennis Downey, who was seriously hospitalized over the holidays, did a great job in guiding the Lady Eagles of Model Secondary School for the Deaf to their sixth Eastern Division I deaf prep girls' championship in the 7th annual meet held at Jackson Heights, N.Y., and 7th straight winning campaign with a 17-7 record. MSSD, by the way, has the best deaf prep girls' records over the past seven basketball seasons, winning 113 games and losing 37.

Marie H. Katzenbach School for the Deaf at West Trenton, N.J., runner-up in the Eastern I meet, ended a great season with 17 wins and 8 losses. The New Jersey Lady Colts of Coach Martha Fowler won the Penn-Jersey League regular season title with an unblemished record in nine games as well as the league tournament championship.

Rhode Island and Rome again were 1-2 in Eastern Division II in the 7th annual tournament held at Portland, Maine. The RISD Lady Roosters under new mentor John Carty finished the season with a sparkling 21-6 slate. The Providence-based school, by the way, has not had a losing campaign for the past six seasons with a combined record of 104 wins and 36 losses.

Despite their loss to Rhode Island in the finals of the Eastern II, the Lady Trojans of New York State School for the Deaf under Coach Gordan Baker, had a strong team this year, and with so many fine players returning next year could be even better. NYSSD closed with a 9-1 record in the Semongca League, splitting with Owen D. Young High for the title, and finishing with a 16-2 overall record. There was no playoff for the Semongca championship because of a conflict with the Eastern II deaf prep tourney. That also caused NYSSD to not enter the Section III Class D championships. Baker left the choice of whether to go to the sectionals or the deaf tourney to his players, and it was not a difficult choice. "The girls decided they would much rather go to the Eastern II," said Baker. "It is an opportunity to get together with other deaf students. It is a unique environment that offers so much for them. But we would have enjoyed playing in the sectionals."

History was made at the 7th annual California Classic at Fremont when California School for the Deaf at Fremont boys' and girls' basketball teams won the meet.

It wasn't as easy for the CSDF girls as it was for the boys, but Coach Ron Stern finally guided the girls to the California Classic title for the first time, and did it with a thin and undersized team. The CSDF Lady Eagles, by the way, emerged with their first winning season ever and they were 10-8 overall and 6-5 in the league. And CSDF was the only school in the Farwest region to post a winning season this year.

For the first time, a Texas School for the Deaf Rangers Basketball Classic was held at Austin for both boys and girls, and Louisiana was the winner in the girls bracket over Oklahoma and Texas.

Other schools having a winning season were New York (13-6, first ever under Coach Wendy Bachman), North Dakota (7-6, also first ever under Coach James Rainier), and Boston (13-7).

The 1982-83 girls deaf prep campaign will be remembered as the season that saw three of the all-time-great female cagers end their brilliant high school careers. They were Angela Kuehn of Minnesota, Nancy O'Neill of Rhode Island and Sally Ripley of Kansas. They all were excellent ball players and were able to do it all.

What more can be said about Kuehn. She was outstanding in every aspect of the game. A repeat first team allstater, Kuehn became the first deaf prep girl to be selected as the state high school Girls' Basketball Player of the Year when she was named Miss Minnesota Basketball. She scored 2,233 career points in 90 games, a career average of 24.8 points, placing her fifth in girls' career scoring in the state but first among deaf female prepsters. She also had 1,252 rebounds in her fiveyear varsity career, and during those five winning seasons, Angela led the MSD Lady Trojans to 63 victories in the last 91.

Kuehn was listed as a center on the team roster, but the 6-0 senior played forward and guard as situations dictated. She also made *The USA Today* Girls' All-America team honorable mention. With 568 points in 21 games as a senior, Kuehn took the top spot in deaf prep individual scoring at 27.0



An Extraordinary Basketball Player-Tammy Smith (right) was honored at South Carolina School for the Deaf and Blind where she scored over 1,000 points in her prep career for the Lady Hornets. Camilla Ramborger, her coach and a 10-year veteran of the business, presented Smith the game ball after Smith reached the 1,000 point plateau in January. Smith's 1,219 career points rank her second on the SCSDB girls all-time career scoring list. She also broke nine school records. A 5-3 senior guard. Smith was selected to All-Area first team. She was the only player among Mason-Dixon deaf prep schools to be named to M-D alltournament team four times.

points per contest.

In one game last year, O'Neill scored her 1,000th point and her 1,000th rebound. All play stopped, fans threw flowers and the event was entered in the record books at Rhode

Island School for the Deaf. And this season, the 5-8 star forward became the third deaf prep girl to score more than 2,000 points, joining Kuehn and Sara Wummer of Pennsylvania (she had 2,064 points last year), and missed by 65 caroms in reaching the 2,000th rebound. O'Neill completed a career in which she canned in 2,200 points and had 1,935 rebounds in 137 games in 5½ years.

This year, O'Neill completed a career in which she averaged 21.4 points by amassing 568 points and 16.3 rebounds per game. For her efforts, she was named to the All-Class B East squad in post season balloting by coaches and also was named to second team All-Class B.

But Coach John Carty thinks statistics are only part of The Nancy O'Neill Story in 1982-83. "This year" he said, "she's improved a lot as a person. What I mean is, she's matured a lot this year. As far as her playing ability is concerned, she's always been a great player, a very dominating player who's improved her statistics each year. She's a clutch player, who plays her best against

the best teams. She rebounds well, throws the outlet pass, can block shots. She's just a good player."

O'Neill hopes to attend Gallaudet College, where her older sister, Jo-Ann, was a starter on the college quintet that had a sparkling 20-9 season this year, the best in college history.

Ripley was the top scorer in Sun County this past season, and also the second highest point-getter in the state of Kansas. She had 556 points in 21 games for a 26.4 average. She also was the top rebounder in Sun County, pulling down 269 rebounds for a 12.8 average. The Lady Jackrabbit 5-9 senior was 217 of 365 from the field for 59 percent, the top mark in Sun County, and 122 of 173 from the free throw line for 71 percent. She had 42 blocked shots and 81 steals.

Ripley did make the All-State Class 4A-1A first team and the top ten All-County team. In this county, three girls from one 6A school who were state champs, two more from a 5A school that had a 24-game winning streak before they lost in the state finals, plus four more from both 6A and

5A schools made the top 10. We felt this is a great honor for Sally because KSD is in the class 2A division.

Deaf since birth, Ripley learned how to play basketball from her brother, Walter, himself an all-state basketball player at KSD in 1979. He was the deaf prep player of the year in both football and basketball. Her parents and older sister are also deaf. It was through their encouragement that she worked to become a good athlete. There are some colleges interested in Ripley, but she's got her heart set on attending Gallaudet College. She admitted that volleyball was her favorite sport, but will play in both sports in college. Her brother and sister attend Gallaudet, and mainly for this reason, the 5-9 senior will begin studying to be a teacher of the deaf this fall.

"Sally is no doubt the greatest KSD girl athlete to ever put on a uniform," coach Brad Carlson said. "She is the kind of athlete every coach would love to have. She has always been willing to accept everything the coach or team asked of her."

Ripley, however, isn't the Jackrab-

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Besides these three great scorers, the other top scorers of the 1982-83 cage seasons were Deanna Armstrong of Oregon (24.8), Sheila Silver of Eastern North Carolina (20.7), Eileen Smith of Pennsylvania (20.0), Janice Bryan of New York (19.8), Abbie Carson of Georgia (19.4), Roxanne Dawes of Alabama (19.0), Becky Bonheyo of Fremont (18.2), Christine Parrotte of Rome (18.2), Tammy Smith of South Carolina (17.2) and Beth Driver of Kentucky (17.2).

And there were six other players who tossed more than 1,000 career points through iron rims and nylon nets, and they were Sally Ripley of Kansas (1,640 points in 79 games in



She's Truly the All-American Girl—She's Deana Armstrong. She was the best scorer as well as the best all around skilled player in the California Classic, and was a good rebounder. She was the reason Oregon School for the Deaf was competitive in girls high school basketball. She led the league in scoring and was voted the number one player in the league because of her all around ability in dribble, pass, drive, shoot from long distance or short. Despite being double teamed and at times triple teamed in the last half of the season. Deana still managed to shoot about 50% from the field for the season and about 70% from the free throw line. She had a jump shot that couldn't be stopped and could drive to the basket going to left or right. She is the daughter of deaf parents.



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four years, a 20.7 average), Sheila Silver of Eastern North Carolina (1,567 points in 72 games in 3 years, a 21.7 average), Tammy Smith of South Carolina (1,219), Roxanne Dawes of Alabama (1,091), Lorraine Crawford of Florida (1,078), and Rachel Ferreira of Rhode Island (1,044).

Eileen Smith of Pennsylvania, tallest deaf prepster in the country at 6-2, was tops in rebounding when she pulled down 395 caroms in 23 games for a 17.2 average. She transferred to PSD from St. Rita School for the Deaf in Ohio. She was followed by three other girls who averaged more than 16 rebounds a game and they were Nancy O'Neill, Lorraine Crawford and Chris Parrotte.

Deaf Prep Girls' Basketball Player of the Year? It has to be Angela Kuehn, a big girl with even bigger statistics. She's too good not to get this honor, and it's her best year. She has two deaf brothers, Scott, who was Deaf Prep Football Player of the Year in 1977, and Pat, who is now a student at Gallaudet College. Angela is leaning toward attending the University of Wisconsin.

laudet College. Angela is leaning toward attending the University of Wisconsin. Team of the Year? It's still Minnesota. We'll see how the Lady Trojans fare next year without Angela Kuehn. WAKE-UP ALARMS The COPAL MG-111 • EQUIPPED WITH A FLASHING LIGHT ALARM • DIRECT READOUT NUMBERS FULLY LIGHTED PRICE: \$ 39.00

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Girls' Deaf Prep Basketball Tournament Scores

Eastern

Lexington 62, American 34 Maryland 77, New York 63 New Jersey 56, Pennsylvania 32 New York 47, American 11 New Jersey 44, Maryland 40 Model 50, Lexington 38 New York 43, Pennsylvania 39 (5th Place) Lexington 51, Maryland 47 (3rd Place) Model 33, New Jersey 31 (Championship)

Fastern II

Rhode Island 63, Boston 55
Rochester 58, St. Mary's 50
Scranton 78, Austine 28
Rome 43, Maine 24
Boston 61, St. Mary's 50
Maine 29, Austine 15
Rhode Island 52, Rochester 35
Rome 44, Scranton 33
St. Mary's 39, Maine 33 (5th Place)
Boston 54, Austine 39
Scranton 62, Rochester 45 (3rd Place)
Rhode Island 38, Rome 32 (Championship)

Note: Boston played as exhibition team because it is not a member of ESDAA. Note Boston won 2 and lost 1 in this tourney.

Centra

Minnesota 73, Wisconsin 15
Illinois 42, Western Pa., 41
Kansas 71, Ohio 16
Missouri 50, Indiana 48
Western Pa., 43, Wisconsin 32
Indiana 46, Ohio 17
Minnesota 61, Illinois 21
Kansas 68, Missouri 26
Wisconsin 37, Ohio 12 (7th Place)
Indiana 39, Western Pa., 37 (5th Place)
Missouri 45, Illinois 19 (3rd Place)
Minnesota 59, Kansas 48 (Championship)

Texas Rangers Classic Louisiana 46, Texas 23

Louisiana 51, Oklahoma 23 Texas 37, Oklahoma 19 Louisiana 40, Texas 33 (Championship)

Mason-Dixon

So. Carolina 38, Kentucky 32 Georgia 28, Louisiana 25 Tennessee 35, Mississippi 28 Eastern NC 44, No. Carolina 29 Florida 49, Georgia 42 Alabama 53, Tennessee 24 Virginia 52, So. Carolina 45 No. Carolina 40, Mississippi 25 Kentucky 49. Tennessee 45 Georgia 37, Louisiana 34 Florida 57, Virginia 41 Alabama 40, Eastern NC 39 (OT) No. Carolina 55, So. Carolina 41 No. Carolina 41, Georgia 33 (5th Place) Eastern NC 51, Virginia 38 (3rd Place) Alabama 54, Florida 53 (Championship)

California Classic

Riverside 41, Idaho 10
Fremont 54, Phoenix 38
Arizona 57, Utah 12
Washington 42, Oregon 40
Phoenix 40, Idaho 13
Oregon 57, Utah 13
Fremont 43, Riverside 35
Arizona 55, Washington 41
Idaho 23, Utah 16 (7th Place)
Oregon 73, Phoenix 70 (4th & 6th Places)
Riverside 30, Washingtion 23 (3rd & 5th Places)
Fremont 32, Arizona 27 (Championship)

Other scores worth noting:

Austine 40, American 34 Scranton 44, Pennsyvlania 36 Kentucky 46, St. Rita 38 Kentucky 40, Indiana 25 Indiana 52, St. Rita 48 (OT) Kansas 66, Oklahoma 33 Kansas 71, Oklahoma 23 No. Dakota 46, So. Dakota 28

7th Annual

GIRLS' DEAF PREP ALL-AMERICAN TEAM

| Player, School | Age | Height | Class | Coach | |
|-------------------------------|-----|--------|--------|-----------|--|
| Sally Ripley, Kansas | 18 | 5-9 | Senior | Carlson | |
| Sheila Silver, Eastern N.C. | 19 | 5-9 | Senior | Lamm | |
| Nancy O'Neill, Rhode Island | 18 | 5-8 | Senior | Carty | |
| Deana Armstrong, Oregon | 17 | 5-7 | Junior | Togioka | |
| Becky Bonheyo, Fremont | 17 | 5-7 | Senior | Stern | |
| Angela Kuehn, Minnesota | 18 | 6-0 | Senior | Mitchell | |
| Lorraine Crawford, Florida | 18 | 6-1 | Junior | Samuels | |
| Marion Williams, Eastern N.C. | 18 | 5-10 | Senior | Lamm | |
| Bonnie Goben, Kansas | 18 | 5-2 | Senior | Carlson | |
| Pam Estes, Alabama | 17 | 5-4 | Junior | Wilkerson | |
| Roxanne Dawes, Alabama | 17 | 5-3 | Junior | Wilkerson | |
| Brenda Redmond, Model | 17 | 5-6 | Junior | Winalski | |
| Tammy Smith, South Carolina | 19 | 5-4 | Senior | Ramborger | |
| | | | | | |

SECOND TEAM: Chris Parrotte, 5-9 Jr., Rome; Beth Driver, 5-7 Sr., Kentucky; Lana Cook, 5-9 Jr., Minnesota; Diana Selm, 5-8 Sr., Indiana; Abbie Carson, 5-10 Jr., Georgia; Karen Scribner, 5-8 Sr., Maryland; Gina Tester, 5-11 Sr., Virginia; Lori Zyats, 5-2 Sr., Scranton; Rachel Ferreira, 5-4 Jr., Rhode Island; Connie Franks, 5-4 Soph., Tennessee; Alyse Grady, 5-3 Sr., New Jersey; Carol Harper, 5-6 Jr., Virginia; Janice Bryan, 5-6 Jr., New York.

SPECIAL MENTION: Clara Di Bono, 5-3 Sr., New York; Tanya Ingram, 5-4 Sr., Lexington; Chris D'Onofrio, 5-2 Sr., New Yersey; Ann Marie Seeger, 5-0 Jr., Rome; Kim Blou, 5-6 Jr., New Jersey; Grace Callery, 5-7 Jr., Model; Brenda Cook, 5-5 Sr., Minnesota; Brenda White, 5-6 Sr., Missouri; Terri Hubbard, 5-10 Jr., Florida; Tawanda Johnson, 5-5 Jr., Western Pa.; Ronda Ridley, 5-8 Soph., Arizona; Marguida McCulley, 5-5 Sr., Missouri; Eileen Smith, 6-2 Sr., Pennsylvania; Susan Mulholland, Sr., Scranton; Ladena Evans, 5-6 Sr., Fremont; Kathy Ives, 5-4 Sr., Rome; Debbie Firmin, 5-5 Sr., Maine; Chris D'Onofrio, 5-2 Sr., New Jersey; Tracy Parker, 5-6 Fr., Indiana; Tammy Majocha, 5-8 Fr., Western Pa.; Pagan Thomsen, 5-6 Fr., Washington; Kim White, 5-6 Jr., Rochester, and Cheryl McGilvery, 5-6 Soph., Boston.

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(Lutheran Deaf School Chapel) Worship your Savior every Sunday Worship 10:30 a.m. (9:00 summer) Rev. Clark R. Bailey, Past r (313) 751-5823 (TDD & Voice)

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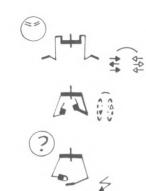
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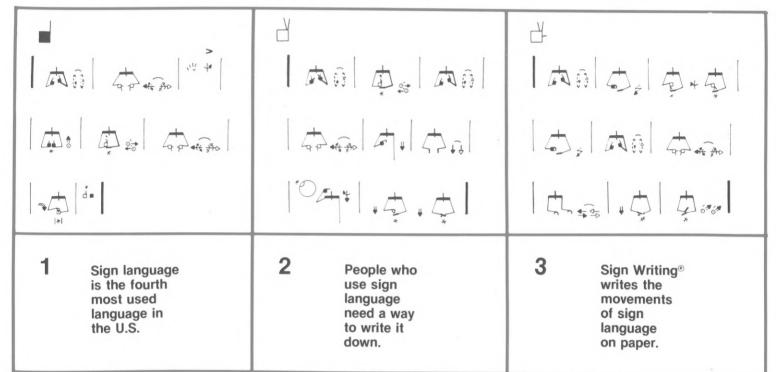


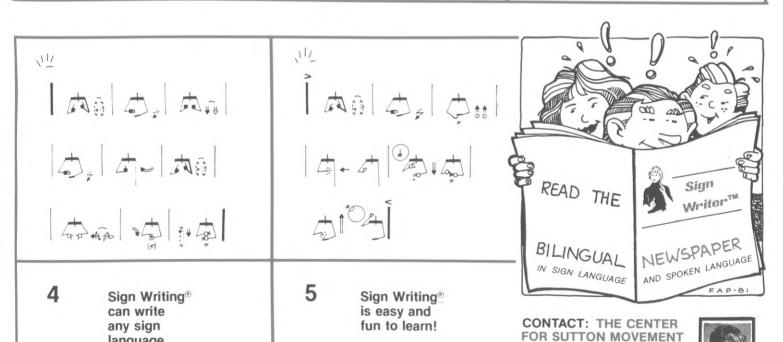
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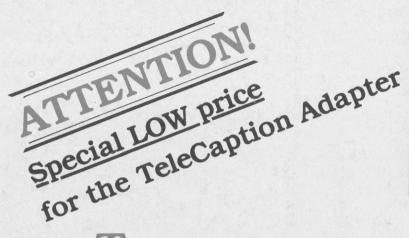
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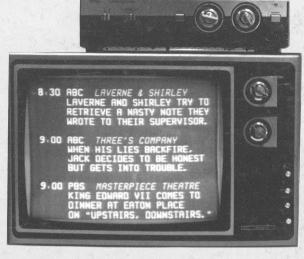
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